

Training and Assessment Policy and Procedure

Purpose

The purpose of this policy and procedure is to outline the approach taken by International College of Melbourne (ICM) to deliver high quality training and assessment to its students. This policy aligns closely to Standard 1 from the Standards for RTOs and ensures the strategies and practices used in relation to training and assessment are responsive to industry and student needs and meet the requirements of the qualifications and courses provided. This policy also addresses Standards 6, and 8 from the National Code 2018.

Scope of the policy

This policy applies to ICM which is a Registered Training Organisation (RTO) for providing training and assessment for its international students and all staff including trainers and assessors who deal with all matters concerning Vocational Education and Training (VET). This policy supports the ESOS National Code 2018, and Standards for Registered Training Organisations (RTOs) 2015 – Standard 1, and 8.

Responsibility

The CEO/Head of training is responsible for the implementation of this policy and procedures and to ensure that all relevant staff are aware of the policy requirements, and they are trained for policy and procedures application and implementation. Trainers and assessors are responsible to follow this policy and procedures in their job roles.

Policy

1. Delivery of quality training

International College of Melbourne (ICM) provides quality training to its students for all Courses. This means:

- a. Providing an appropriate amount of training for each Course to ensure effective outcomes for students in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
- b. Providing suitable educational and support services sufficient to meet the numbers of students enrolled with the RTO.
- c. Providing training resources that are accessible to students regardless of their location or mode of delivery.
- d. Ensuring that there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO's *Skilled Trainers and Assessors Policy and Procedures*, who are able to deliver the Courses on the RTO's scope to the number of students enrolled with the RTO.
- e. Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

2. Training and Assessment Strategies and industry consultation

In line with International College of Melbourne (ICM)'s *Course Development and Review Policy and Procedure*:

- a. International College of Melbourne (ICM) engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
- b. A comprehensive *Training and Assessment Strategy* is developed and implemented for each Course on International College of Melbourne (ICM)'s Scope of Registration.
- c. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.

- d. Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
- e. Training and Assessment Strategies are designed to be detailed to ensure that they can be used as the roadmap to the delivery of each course, in conjunction with International College of Melbourne (ICM)'s policies and procedures.
- f. Trainers and assessors are provided with the *Training and Assessment Strategy* for each Course they train and/or assess to ensure consistency and compliance with the requirements.

3. Suitable and sufficient resources.

- International College of Melbourne (ICM) ensures it has access to suitable resources, facilities, and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified. For further information refer to the *Course Development and Review Policy and Procedures*.

4. Assessment principles.

- International College of Melbourne (ICM) has an assessment system that ensures assessment:
 - a. Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
 - b. Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
 - c. Requires the student to demonstrate all the skills and knowledge outlined in the components of the relevant unit of competency or module.
 - d. Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
 - e. Considers 'the students' dimensions of competency when making all assessment decisions.
- To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- International College of Melbourne (ICM) has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further information.

5. Assessment documentation

- Assessment documentation has been developed for all units of competency or modules in each Course. These documents include:
 - a. Detailed instructions to the student about the tasks they must complete.
 - b. Benchmark answers and decision-making rules for the assessor.
 - c. Recording tools for the assessor.
 - d. Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency.

6. Submission, feedback, and re-assessment

- Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.
- Written and theoretical tasks will be assessed within 4 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

7. Assessment appeals.

- Students have the right to make an appeal against an assessment decision by following the *Complaints and Appeals Policy and Procedure*.

8. Recognition of Prior Learning (RPL).

- Recognition of Prior Learning is available for all Courses and all students are offered the opportunity to participate in RPL upon enrolment.
- A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant.

9. Student plagiarism, cheating and collusion.

- Students are expected to complete all assessments ethically: without plagiarism, collusion, or cheating. Any students suspected of ethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts may be asked to withdraw from the course.

10. Record keeping

- International College of Melbourne (ICM) will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf. This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

11. Feedback and improvements

- International College of Melbourne (ICM) collects feedback about its training and assessment practices and systems from students, trainers/assessors, and industry. Feedback will be collected regularly, collated, and analysed in order to bring about effective improvements. Refer to the *Quality Assurance Policy & Procedures* for further details.

Procedure

Class preparation and delivery

Reference to SRTOs: Clause 1.3 and 1.7 & National Code: Standard 8

Session plans and supporting materials.

- Sessions are to be delivered using the approved session plan for the unit.
- Session plans are a summary of the content and activities to be covered in each session and refer the trainer to relevant parts of learning and assessment materials to be covered.
- They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan.
- Session plans ensure that what should be covered in a session is covered. Trainers can adjust session content to suit the needs of the group where required.
- Trainers should provide feedback for improvement to session content and materials.

Session delivery

- All sessions are to be delivered according to the approved sessions of session plans.
- The trainer should set up the classroom to suit the requirements of the session.
- All students should sign the Attendance Roll.
- The trainer should ensure all details on the roll are correct and all students have signed, and trainers sign to confirm.
- Trainers should collect session feedback as required according to the Quality Assurance Procedures on Feedback and Surveys.
- Students may require individual support during, before and after classes. This should be documented accordingly.
- The completed attendance roll should be provided to the head office for data entry within one week.

Simulated workplace environments.

- Simulated workplace environments to be used in class should be set up to accurately reflect a real working environment as closely as possible.
- Information on how this is to be set up should be outlined in the TAS.
- Simulated environments should be used during training so that students have the opportunity to practice skills using appropriate facilities and equipment that might normally be used in a workplace.
- Assessments may occur in a simulated environment were outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course

Distance training/learning

Training process - The college

- Firstly, the trainer will discuss with students about their needs. For example, the technology you have access to and your ability to use technology.
- Categorise groups based on their availability and access to technology.
- Breakout the groups for distance training through Webinar
- Students will be invited to attend a webinar through the Zoom meeting.
- Students will be contacted by email to inform training times and will be sent the login details and timings.
- Send learning materials and activities to complete following the webinar training session.
- This Zoom meeting will be recorded to send out to those who were unable to attend the webinar training.
- Additionally, college will organise training audios and videos and will be sent to students by email and/ or make available for access through Dropbox/Google Drive, One Drive etc. according to the timetable and unit delivery/ session plan.
- Trainer will interact with students by email and telephone during this period.
- Trainer will provide written and verbal feedback to students of their progress and adjustments, or improvements required.

Learning process – The Students

- When receiving the information by email/SMS/ about webinar sessions, students confirm attendance.
- Students attend webinar sessions through the Zoom distance training room.
- Interact with trainers through face-to-face discussions, surveys and polls.
- Receive learning materials and activities by email.
- Read and learn the training materials and complete the activities.
- Follow the timings of distance training and complete the activities and send back as evidence of going through training via email.
- Trainer/Assessor

Conduct of assessment

- Assessments methods for each unit comprise the following:
- Written tasks (Questioning for knowledge evidence and responses to activities).
- Projects (includes foundation skills assessment).
- Role-plays (includes foundation skills assessment).
- Presentations (includes foundation skills assessment).
- Reports (includes foundation skills assessment).

Process

Written task, reports, and projects.

- Communicate the assessment method and timeframe for submission via email and Zoom meeting.
- Send out the assessment task according to the training/session plan and timetable by email.
- Where interaction is required according to assessment task instructions and requirements, perform it through possible mediums such as telephone, Skype/Zoom meeting etc.
- Receive the submissions/complete the interactions and mark on the checklists.
- Record the assessment outcome using the college recording process.
- Communicate and provide feedback of the student performance and outcome including feedback on improvements required.

Role-plays

- Note: certain tasks cannot be assessed through distance learning such as Role-plays.
- Role-plays will be conducted in the training room when the earliest date they can or allowed to attend training.

Presentations

- Presentation assessments will be conducted using the Zoom meeting room.
- Each student or group will be assessed on their presentation according to assessment requirements.
- Trainer will negotiate with the student or breakout group on timing and ask them to deliver it using technology.

Evidence recording

- College will keep your work and involvement of training during this period of national emergency in your record to provide to authorities as evidence of your contact-ability and involvement when required.

Process

- Record student attendance for distance learning.
- Receive student completed activities.
- Assess, mark and record.
- File them in the student file as evidence.
- Provide written and verbal feedback to students of their progress and record.
- Trainer/Assessor.

Student support

Reference to SRTOs: Clause 1.7 of Standard 1 & National Code 2018: Standard 6

In the Standards, RTOs are not required to have a language, literacy, and numeracy (LLN) assessment for all students. Individual needs can be identified through self-assessment or identification.

Assessing individual needs

- Application or Enrolment Forms are to be reviewed to identify if the student has indicated they require any additional support on the form.
- Individual needs may also be identified verbally during initial enquiry, entry /pre-training interviews or other.
- Where individual support needs have been identified this to be referred to the Training Manager or Trainer.
- The Training Manager or Trainer will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or the student may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers.
- A student may not be offered a place for enrolment if the RTO is not able to support the student in the course.
- An LLN assessment may be conducted to identify the level of support required. (Only leave this in if routine LLN assessments are not part of the enrolment process.)

Language, literacy, and numeracy assessments

As per instruction above, you may wish to change or delete this section if your RTO does not conduct routine LLN assessments.

- Students may/will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered.
- There is a different LLN assessment for each course.
- The trainer/assessor should use the LLN Marking Guide to assess the test.
- The outcome will be used to identify the current level of LLN skills the student has, and the support required for the course. An individual support plan may be developed to outline the support required for the student.

Individual support plans

- For students that have had individual support requirements identified, an Individual Support Plan will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course.
- This may include:
 - Additional one-on-one support from the trainer/assessor.
 - Assigning a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor.
 - Adjustments to the way training resources are accessed or provided.
 - Adjustments to the way assessments are to be conducted or extra time for assessments.
 - Additional online support.
 - Linking with additional resources in the community.

Orientation

Provide an orientation on the first day of the course to international students about adjusting to life and study. The orientation will include as a minimum the following information:

- Support services within International College of Melbourne (ICM) available including services to assist students to meet course progress and attendance requirements Include details of services that can be provided e.g., one to one support from trainer, study groups,
- Welfare-related support services (no cost and where the student is referred to an external service, there is no cost for the referral), including that these services are provided at no cost Include detail as access to a counsellor contracted by organisation, referral to external services – list services.
- Contact details for International College of Melbourne (ICM)'s point of contact for support
- Details of legal services that students may access.
- Information about and contact details for emergency and health services
- Facilities and resources available on campus.
- Complaints and appeals processes; and
- Information on visa conditions relating to course progress and attendance.
- Remind students that the information provided at orientation is included in the Student Prospectus.
- Where a student commences their course after the first day of orientation, provide the student with a one-to-one orientation.

Ongoing support

- Provide ongoing support services to students as required and as per the services indicated in the orientation.
- Update details of support staff if contact details change.

Reasonable adjustments

Refer SRTOs: Clause 1.7 and 1.8

- Making Reasonable Adjustments
- Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else.
- When determining whether an adjustment is reasonable, consider the information in the above-mentioned guide and refer to the Disability Standards for Education 2005. <https://education.gov.au/disability-standards-education>
- Where a reasonable adjustment is made to assessment, this should be documented in the Assessment Record Tool. Trainer/Assessor

Conducting assessments

Refer SRTOs: Clauses 1.7 and 1.8

Preparing for assessment

- Requirements of assessment for each unit/module/cluster are outlined for the student in the Assessment Task Booklet and instructions are provided for assessors in the relevant Marking Guide.
- Ensure students are advised of the assessment requirements at the start of the unit/ module/ cluster and they show their agreement by signing the Assessment Plan.
- Ensure students are advised of relevant due dates for each assessment task if applicable.
- Reasonable Adjustments required should be recorded on the plan where relevant.

Assess written work and provide feedback.

- Each written Assessment Task should be submitted by the student with a signed and completed Assessment Task Cover Sheet. Students can use the one cover sheet to submit multiple tasks.
- Tasks can be submitted by sending them to insert address, submitting them online at insert, or providing them to their trainer/assessor at class/visit etc. (adjust accordingly)
- Students should be advised to keep a copy of their written work as it will not be returned to them, and they are responsible for providing a new copy if an assessment goes missing in the post.
- Submitted assessment tasks should be assessed within 4 weeks of it being received.
- Provide students with detailed written feedback on the Assessment Task Cover Sheet. A copy of the cover sheet will be kept on the student's file with the assessment tasks, and the original cover sheet will be returned to the student.
- Assessors may use additional verbal questioning to fill gaps in written tasks where they deem it necessary to determine competence. This will be recorded in the Assessment Record Tool.

Assess practical tasks.

- Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the relevant Assessment Task Booklet.
- A record of the observations made during the assessment should be recorded in the Assessment Record Tool. During a visit, feedback can be documented on the Workplace Visit Form.
- A student should be given a verbal summary of the feedback and asked to sign the Assessment Record Tool to confirm they have received their outcome.

Recording outcomes.

- Record the outcome of the assessment task on the Assessment Outcome Page in the Assessment Record Tool.
- Each task should be given an outcome of either Satisfactory or Not Satisfactory.
- A student will receive a Competent outcome once all the tasks for a unit have received a Satisfactory outcome.
- A Not Yet Competent outcome will be recorded against a unit where either:
 - All tasks have been assessed and some or all have been marked as Not Satisfactory, or
 - Only some tasks have been submitted even if they have all been marked as Satisfactory.

Resubmission.

- Students have up to three attempts per assessment task to achieve a Satisfactory outcome.
- Re-performance and resubmission of written work should follow the same process for feedback and recording as outlined above.
- If a student has attempted a task three times but has not achieved a Satisfactory outcome after the third attempt, the student must re-enrol for the unit and undertake further learning through training and individual support program.

Recognition of Prior Learning.

Reference: SRTOs: Clause 1.12 & National Code: Standard 2

Discuss RPL and provide self-assessment.

- Ensure all students are aware that they may apply for RPL.

- Upon receiving a student enquiry about RPL discuss prior learning that may relate to the units in the program they are enrolling in considering formal, non-formal and informal learning as described below:
 - formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or university degree)
 - non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and
 - informal learning refers to learning that results from experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
- Based on discussions, make a recommendation based on the candidates prior learning, however students can make their own decision about whether to proceed.
- If students still want to proceed, provide them with the RPL Self-assessment.

Candidate completes self-assessment.

- The candidate completes an initial self-assessment against the units/qualification they are seeking RPL for using the instructions included in the tool. This self-assessment process will help them decide whether RPL is a suitable pathway.
- Ensure RPL candidates have the contact details of a trainer/assessor to consult in relation to their Self-assessment if needed.

The RPL candidate should then return the completed self-assessment along with the RPL Application Form (which is included in the Self-assessment), a copy of their CV and any certified copies of relevant qualifications back to International College of Melbourne (ICM).

Assessor reviews self-assessment.

- Review the self-assessment checklists to determine if the candidate is suitable to proceed with the RPL process and record these discussions in the RPL Assessor Record (under Self-Assessment Review and Discussion). This will include contacting the candidate to discuss the following:
 - Their work experience and anything of interest in their CV (for example, has the candidate worked in a different number of job roles, have they worked in a number of different workplaces, or the same one, professional development experiences, etc.).
 - The items they ticked/did not tick in their self-assessments.
 - The items listed in their evidence brainstorm (for example, will these add value to their application, or will you see evidence of their work when they complete the assigned tasks?).
 - The third-party person – who is it, how long have they known the candidate in a professional capacity, etc.
- Decide on the candidate’s suitability for RPL and:
 - If eligible, indicate those units which the candidate can proceed with RPL for in the RPL Assessor Record (Assessment Outcome Summary) and the RPL Third Party Report.
 - If the candidate’s work experience, skills and knowledge do not accurately reflect the requirements of the qualification or units therein, the candidate provides the candidate with information about formal training opportunities for this qualification. The candidate can then make a decision as to whether they would like to enroll in the course.

Application fee and enrolment processed.

- If eligible provide the candidate with:
 - Written agreement.
 - Invoice for RPL assessment including adjusted payment plan.
 - RPL Evidence Tool.
 - RPL Third Party Report (with units indicated by the Assessor).
- Once the written agreement and application fee is received, process enrolment in accordance with Processing enrolments procedure from the Student Administration Policy & Procedures.

Initial support call.

- Contact the candidate to discuss:
 - How to work through the RPL Evidence Tool.
 - Arrangements for workplace observations (where applicable) including:
 - Consulting with the candidate’s workplace supervisor to ensure that workplace visits are scheduled appropriately.
 - Ensuring that the workplace has access to required equipment and resources.

Gathering Evidence of RPL.

- The candidate completes and submits the RPL Evidence Tool and RPL Third Party Report if relevant (Candidate can seek support and guidance from Assessor as required).
- Gather other evidence as required which may require:
 - visiting the candidate’s workplace to observe completion of practical tasks (where applicable).
 - completing verbal questioning (either over the phone, Skype, or other video conference tool, or in person).
 - Conduct assessment of each unit of competency.

Conduct assessment of each unit of competency.

- Review the information supplied by the student in each unit of competency using the submitted RPL Evidence Tool and ensure the RPL Third Party Report and record outcomes in the RPL Assessor Record.
- Where necessary:
 - Contact the third-party person to discuss anything that requires further clarification.
 - Contact the candidate’s professional referees to discuss the candidate’s workplace competency (where required).
 - Ensure outcomes are summarised in the Assessment Outcome Summary in the RPL Assessor Record.
- Make gap training arrangements if required.
- On completion of assessment, the following items must be returned to the candidate’s file for archiving:
 - RPL Assessor Record.
 - RPL Self-assessment.
 - RPL Evidence Tool and all evidence submitted.
 - RPL Third Party Report.
- Issue the candidate with a qualification or statement of attainment where competencies have been achieved.

Gathering feedback

- Feedback is collected from each RPL candidate using the RPL Candidate Feedback Survey to be collected in line with the Feedback Procedures in Quality Assurance Policy & Procedures.

Plagiarism, cheating and collusion.

Refer SRTOs: Clause 1.8, National Code: Standard 8.

Dealing with academic misconduct.

- Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Training Manager along with reasons for allegation. Reasons may include:
 - Similarity between student responses
 - Use of un-referenced source materials
 - Copying of other students work
 - Copy of material from the internet or textbooks
- The Training Manager and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation.
- The Training Manager and Trainer/Assessor will then decide about the steps to be taken. This may include:
 - Requiring the student to resubmit the assessment.
 - Using an alternative form of assessment to determine the student's understanding.
- Where a student has repeated serious allegations of academic misconduct, they may be given special or altered conditions for their assessment task or in serious cases they may be asked to withdraw from the course.

Breaches of the Student Code of Conduct.

Dealing with non-academic/general misconduct.

- Where a staff member is either informed of or witnesses a student in breach of the Student Code of Conduct raise the concern with the student directly (if appropriate) or ask the Trainer/Assessor or Training Manager to raise the concern with the student.
- Where a student is unable or unwilling to redress the problem, invite them to attend a disciplinary action meeting with parties of their choice and any other parties involved in the incident.
- Ensure written invitation and all records of interactions are stored In the student file.
- Where behaviour continues or a student fails to participate in disciplinary actions, notify the CEO.
- The CEO may decide the student's enrolment poses an unfair, unsafe, or high-risk situation and decide to withdraw the student from their course.
- Record details of the actions taken, and decisions made in the student's file.
- Notify the student/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision.

Records of assessment.

Reference to SRTOs: Clause 1.8.

Keep records of assessment.

- Records of assessment, including all assessment tools, completed tasks and assessment evidence for a unit, will be kept for a period of at least six (6) months from the time the judgement of competence was made.
- Records will be kept securely in the following way:
(Insert – e.g., scanned and saved on student management system, stored in files etc.)