

## PURPOSE

Matrix Training (MT) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, MT is required to provide students with quality, flexible training and assessment that meets the requirements of Training Packages and VET Accredited Courses, is responsive to industry and student needs and provides access to relevant resources and services.

This policy ensures MT assessment practices comply with SRTOs, provides MT assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

## DEFINITIONS

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Educational and support services** may include, but are not limited to:

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (LLN) programs or referrals to these programs;
- d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- e) learning resource centres;
- f) mediation services or referrals to these services;
- g) flexible scheduling and delivery of training and assessment;
- h) counselling services or referrals to these services;
- i) information and communications technology (ICT) support;
- j) learning materials in alternative formats, for example, in large print;
- k) learning and assessment programs contextualised to the workplace; and
- l) any other services that the RTO considers necessary to support learners to achieve competency.

**Industry** means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- a) enterprise/industry students, e.g. employers;
- b) group training organisations;
- c) industry organisations;
- d) industry regulators;
- e) industry skills councils or similar bodies;
- f) industry training advisory bodies; and
- g) unions.

**Industry engagement**, for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
- b) involving employer nominees in industry advisory committees and/or reference groups;
- c) embedding staff within enterprises;
- d) networking in an ongoing way with industry networks, peak bodies and/or employers;
- e) developing networks of relevant employers and industry representatives to participate in assessment validation; and
- f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies

**Mode of delivery** means the method adopted to deliver training and assessment, including online, distance, or blended methods.

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

**Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) 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);
- b) 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
- c) informal learning refers to learning that results through 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).

**Scope of registration** means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

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

**Training Package** means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

**Training Product** means AQF qualification, skill set, unit of competency, accredited short course and module.

## TRAINING DELIVERY

### Underpinning Principles

- a) Training and Assessment Strategies are developed for all training products
- b) Training Delivery modes and methods are determined and developed in consultation with industry during development phase of training programs.
- c) All training and assessment are conducted in accordance with the documented Training and Assessment Strategy.
- d) Various instructional/delivery methods may be deployed as required, for the delivery of training programs, including (but not limited to):
  - i. trainer presentations and teaching,
  - ii. lectures,
  - iii. audio/visual presentations,
  - iv. demonstrations,
  - v. group discussions,
  - vi. individual and/or group activities,
  - vii. hands-on activities, skills practices and role plays,
  - viii. individual training using workplace environment and projects.

### Mode of Delivery

- a) There are typically three modes of delivery that may be incorporated for courses (depending on student needs):

- i. **Classroom**

Students will be provided with access to industry professionals who are qualified trainers and assessors and a full set of learning & assessment resources. This is a full delivery model whereby the trainer teaches full content to students as they progress through the learning of the qualification/ unit of competency, in accordance with learning resources provided and the requirements of the Training Package or VET Accredited Course. The learning environment is interactive with students engaging in group discussions and activities. Students are provided with assessments to undertake/complete and submit to demonstrate their competency.

This teacher-led delivery mode has the advantage of providing a focussed, controlled environment for acquiring the skills and knowledge necessary. Students are given the opportunity to practise the application of knowledge and skills. Group activities allow the application of learning to a variety of situations. Self-directed learning, research and work gives students opportunities to develop and practice their capacity for self-directed work and make learning very relevant to their particular circumstances and/or workplace.

This mode of delivery suits students with limited prior exposure/experience/ knowledge with course content and skills.

- ii. **Distance Learning (Correspondence / Online)**

This is a self-paced learning approach including online whereby students receive a full set of learning and assessment resources. Students learn at their own pace and have access to and support from industry professionals who are qualified trainers and assessors via telephone, email, chat, Skype etc. Once Students have completed their learning and assessments, they forward their completed assessment back to MT for judgment on competency. There is a limit to this method and not complete course can be delivered in this method.

**iii. Assessment Only – Recognition (RPL)**

Where students choose an assessment only mode they receive full set of assessment resources, with ongoing communication and support from an industry professional who is a qualified assessor. No learning materials are provided for this mode.

**Training & Assessment Resources – for Trainers and Assessors**

- a) MT provides the following resources to trainers and assessors for the delivery of training:
  - i. Session plans
  - ii. Training and assessment strategy
  - iii. Trainer resources
  - iv. Assessment resources
  - v. Student Nomad files (as applicable)
- b) Resources provided contain all relevant information for the trainer to enable delivery of the training to meet the unit/s of competency.
- c) MT provides the relevant facilities and equipment required as prescribed in the Training and assessment strategy and to accommodate the number of learners.

**Conducting Training**

- a) Training sessions will be provided at MT training facilities
- b) The degree to which learning occurs depends on how the student interacts with their learning environment. The environment consists of the trainer, the training materials, other learners, as well as the physical and psychological atmosphere.
- c) In all cases, trainers are required to deliver learning in accordance with the Training and assessment strategy and training and assessment resources provided giving particular attention to their functions of teaching and managing students and the learning environment.
- d) Trainers as leaders are required to guide, inspire and supervise the students so that they attain their learning outcome.
- e) Trainers are required to encourage students to be responsible for their own learning. Controlling the learning activity enables the trainer to monitor the progress of the learning experience.
- f) Other Trainer functions include:
  - i. Prior to the commencement of training, trainer / assessor will assess the area to identify hazards which could pose threat to safety of students.
  - ii. Planning the learning environment, ensuring it is safe and conducive to learning;
  - iii. Consulting with MT management and administration staff on administrative and training procedures;
  - iv. Monitoring and reporting training progress and success;
  - v. Monitoring and reporting on student's readiness for assessment.
- g) Trainers are required to ensure all course documentation is fully completed and provided to MT administration staff, immediately following training delivery. This includes, but is not limited to:
  - i. Attendance records;
  - ii. Site Visit forms;
  - iii. Training Environment safety evaluation;
  - iv. Evaluation form;
  - v. Course Report

**Premises, equipment and facilities**

- a) MT will ensure that students have access to sufficient facilities and equipment required to accommodate the number of students and the effective completion of training and assessment.

- b) If a hazard or significant disturbance is identified immediately prior to or during training delivery, training will only continue if there is no safety risk. Otherwise, training will be re-scheduled.
- c) All equipment is to be checked and tested prior to training delivery, to ensure that it is operational and safe. If equipment failure occurs, training should continue only if it is safe to do so. Alternative arrangements for replacement of equipment should be put in place where practical to do so.

## ASSESSMENTS ARRANGEMENTS

### Underpinning Principles

- a) Competency based assessment is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others. There is no concept of pass or fail, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the student in the assessment process.
- b) **Three levels of assessment:**  
Various levels of assessment may be used, including:
  - i. **Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
  - ii. **Formative** assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
  - iii. **Summative** assessment evaluates of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.
- c) Assessment modes may include:
  - i. On-the-job
  - ii. As part of training
  - iii. Off-the-job (Simulation)
  - iv. Completion and submission of assessment tasks
  - v. Recognition of Prior Learning (RPL)
- d) Evidence gathering methods commonly used by MT may include, but are not limited to:
  - i. Projects
  - ii. Knowledge Questions
  - iii. Workplace performance
  - iv. Documentation
  - v. Demonstration
  - vi. Role play
  - vii. Simulation
  - viii. Oral presentations
  - ix. Project Portfolio
- e) Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency.
- f) All assessments will be recorded in accordance with MT *Records Management Policy and procedures* using appropriate documentation and Student Management System (SMS).
- g) Assessment outcomes will be recorded and securely maintained in both electronic and manual systems.
- h) Feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment (as appropriate);

### Special Considerations

- a) Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment.
- b) Special consideration may apply to students who during training or assessment experience one of the following circumstances:
  - i. Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
  - ii. Bereavement.
  - iii. Hardship/Trauma for example, victim of crime, sudden unemployment.
  - iv. Other exceptional circumstances (to be assessed on application).
- c) Students wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with MT Support.
- d) Approved applications for Special consideration may be subject to one of the following outcomes:
  - i. Extension of submission date (not beyond 6 months);
  - ii. Deferred Assessment;
  - iii. Additional assessment;
  - iv. No action;
  - v. Withdrawal from course without penalty;
  - vi. Resubmit/reassessment; or
  - vii. Opportunity to recommence course, dependent on availability on another date.

### Reasonable Adjustments to assessment

- a) Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.
- b) Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.
- c) Adjustments to assessment will not provide an unfair advantage / disadvantage to students.
- d) Please refer to *MT Access and Equity Policy and Procedure*.

### Assessment Submission

- a) All assessments submitted must include a completed assessment cover sheet, for student identification and disclaimer purposes.
- b) Assessments must be submitted in accordance with the timetables.
- c) If the result of student's Unit Assessment is "Not yet Competent (NYC)", student will be given an opportunity for re-assessment. Each student has three (3) attempts to achieve a competent outcome, including two re-submission attempts. They will only work on the component(s) of the Task(s) that were marked "Not Satisfactory". The re-assessment must be completed within 14 days of assessment feedback given to student by the trainer/assessor.
- d) If students are not able to achieve competency with these opportunities, they are required to repeat the unit at their own cost. A fee of \$50 will apply.
- e) In case of practical tasks like role-playing, student has to redo the task by arranging the time and date with trainer/assessor.
- f) Students have the right to appeal the outcome of assessment decisions if they feel that they have been dealt with unfairly or have other appropriate grounds for an appeal.
- g) Refer to *Complaints and Appeals Policy and Procedure*.

### Principles of Assessment

- a) Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015.

<b>Fairness</b>	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
<b>Flexibility</b>	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> <li>• Reflecting the learner's needs;</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>
<b>Validity</b>	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• Assessment of knowledge and skills is integrated with their practical application;</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
<b>Reliability</b>	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

- a) Assessments are conducted ensuring compliance with the Rules of Evidence (RoE) as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015:

<b>Validity</b>	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.
<b>Sufficiency</b>	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.
<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Currency</b>	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.

## Assessment Resources

- a) Assessment resources are developed in consultation with industry.  
b) Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.

- c) Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.
- d) Assessment tools are required as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of six (6) months.
- e) Assessment tools consists of:
  - i. Instructions for students;
  - ii. Instructions for assessors;
  - iii. Assessment instruments;
  - iv. Pre assessment briefing;
  - v. Assessment checklists; and
  - vi. Assessment outcome Summary.

### **Assessment Validation**

- a) MT assessment policies, processes, resources and outcomes are validated regularly. Refer to *Validation Policy and Procedure*.

### **Assessment Marking**

- a) Assessments are not graded.
- b) Assessments are assessed/marked in order of submission date.
- c) When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.
- d) Students are notified of assessment outcomes within two (2) weeks of submission.

### **Assessment Decisions and Outcomes**

- a) Assessment outcomes are recorded as one of the following:
  - i. **Competent (C)** - Students are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
  - ii. **Not Yet Competent (NYC)** – Students are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.
- b) Students assessed as 'Not Yet competent' shall receive feedback and guidance from the Assessor and may be required to undergo further training before re-assessment.

### **Assessor Code of Conduct**

- a) All MT Assessors abide by the following code of conduct.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME<sup>1</sup>)). The Code of Practice below is based on the international standards.

  - i. The differing needs of students will be identified and handled with sensitivity
  - ii. Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified
  - iii. All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the *Access and Equity Policy*
  - iv. The rights of the student are protected during and after the assessment
  - v. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the *Complaints and Appeals Policy*
  - vi. The student is made aware of rights and processes of appeal

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<sup>1</sup> <https://www.ncme.org/home>

- vii. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- viii. Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- ix. Assessments are conducted within the boundaries of the assessment system policies and procedures
- x. Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- xi. Prior to the assessment the student is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- xii. Confidentiality is maintained regarding assessment results and are only released with the written permission of the student
- xiii. The assessment results are used consistently with the purpose explained to the student
- xiv. Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- xv. Professional development opportunities are identified and sought by assessors
- xvi. Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## Recognition of Prior Learning

- a) All students are offered access to Recognition of Prior Learning (RPL) upon enrolment. Refer to Recognition of Prior Learning Policy and Procedure.

## Plagiarism, Cheating and Collusion in Assessment

Plagiarism and collusion are both forms of cheating. It is taking and using someone else's ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a unit or a course. When students have any doubts about including the work of other authors in the assessments, they may consult with the Trainer/assessor and refer to the *MT Student Handbook*. In case they need further information about plagiarism and collusion, please ask MT staff to provide them with the copy of *Student Misconduct* policy and procedure. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Submitting assessments copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

## Referencing the work

Students are required to reference their work. By doing correct referencing, they are acknowledging that they have used someone else's information or work. MT encourages its students to use APA referencing Style. You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information for APA style references.

There are two parts to every referencing system:

- In-text reference – a reference to a source of information placed within the body of the work.
- The reference list – a list of all sources referred to in the work, located at the end of the work.

## LANGUAGE, LITERACY AND NUMERACY

Language, Literacy and Numeracy (LLN) needs are accommodated during the training and assessment services. LLN requirements will be identified through student consultation.

### **TRAINER AND ASSESSOR REQUIREMENTS**

MT will only engage appropriately qualified trainers and assessors for the delivery of training and assessment services, in accordance with the Standards for RTOs 2015 including Schedule 1.

### **ACCESS & EQUITY**

The MT *Access & Equity Policy* applies.

### **RECORDS MANAGEMENT**

All documentation from Training Delivery processes are maintained in accordance *with Records Management Policy*.