Melbourne College Business & Technology

Quality Area 1

Assessment Policy and Procedures

POLICYCODE:QA1.4
Related Outcome Standard: 1.4

• **Purpose**

The purpose of this policy is to ensure that all assessment conducted by MCBT meets the required principles of assessment and rules of evidence. This guarantees that assessments are fair, flexible, valid, and reliable, and that assessment judgments are based on evidence that is sufficient, authentic, current, and valid.

• Legislative Background

Outcome 1 – Training and Assessment, Division 2 – Assessment, Standard 1.4, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth). As well as Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Scope

This policy applies to all:

- Training products on the MCBT's scope of registration.
- Assessment systems, tools, and processes.
- Trainers and Assessors.

• Policy Statement

MCBT is committed to conducting assessments that supports learner success and uphold the integrity of nationally recognised training outcomes. MCBT ensures all assessment practices:

- Enable assessors to make accurate and consistent competency decisions.
- Support equitable assessment opportunities for all students.
- Maintain the integrity and quality of nationally recognised training outcomes.
- All assessments are conducted in accordance with the following **principles of assessment**:
  - o Fairness – MCBT ensures assessments accommodate the needs of the student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. Assessors at MCBT achieve this through clear communication with students to ensure that the student is fully informed about, understands, and can participate in the assessment process, and agrees that the process is appropriate.
  - o Flexibility – MCBT ensures assessment is appropriate to the context, training product and learner cohort, and assesses the student's skills and knowledge that are relevant to the training product, regardless of how or where the student has acquired those skills or that knowledge. The chosen assessment strategies at MCBT employ a range of methods appropriate to the context of the relevant industry, the unit of competency and the learner cohort. These strategies provide for recognition of students' current competence level.
  - o Validity – MCBT ensures assessment includes practical application components that enable the student to demonstrate the relevant skills and knowledge in a practical setting. Thus, MCBT conducts assessments against broad range of skills and knowledge identified

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within each unit of competency and which align with the performance of workplace tasks ensuring that the assessment is transferable to different contexts and situations and all components of the unit of competency are being assessed.

- o Reliability – MCBT ensures assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment. Thus, MCBT seeks to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and for assessors. MCBT assessment packs also provide standardized outcomes supported by benchmark answers to guide assessors in their judgments.

- And all assessment judgements are made based on the following **rules of evidence**:
  - o Validity – MCBT ensures assessment evidence is adequate, such that the assessor can be reasonably assured that the student possesses the skills and knowledge described in the training product. To achieve this, MCBT collects evidence that directly aligns with the components documented within each unit of competency and the assessment evidence replicates the outputs of tasks as though they were being performed within an actual relevant workplace. This may include observation of the students performing the tasks relevant to the unit of competency or the collection of evidence of completed workplace tasks.
  - o Sufficiency – MCBT ensures the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the student's competency in the skills and knowledge described in the training product. The MCBT achieves this by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.
  - o Authenticity – MCBT ensures that the assessor is assured that a student's assessment evidence is the original and genuine work of that student.
  - o Currency – MCBT ensures that the assessment evidence presented to the assessor documents and demonstrates the student's current skills and knowledge. The MCBT assessors establish that the assessment evidence is based on the student's performance either at the time of the assessment decision or in the very recent past.

MCBT assessors apply these principles and rules rigorously and consistently across all qualifications on scope and follow consistent processes that ensure the competency of students is assessed with fairness and integrity.

• Procedures

• Preparing for Assessment

MCBT understands that assessment activities must be appropriate to the learning as well as the unit of competency requirements and must allow students to demonstrate practical application of knowledge and skills. Thus, the MCBT assessors review the assessment tools and confirm their currency and adequacy in meeting the principles of assessment and the rules of evidence. Assessors ensure each task and tool aligns with the Principles of Assessment and Rules of Evidence in accordance with Standard 1.4.

The Academic Manager ensures that the assessors provide students with information about the unit of competency, assessment strategy and the evidence requirements to establish the context and purpose of the assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed such as a simulated training kitchen or a manufacturing workshop and access to workplace policy and procedures.

To achieve this, MCBT uses the following strategies:

- Incorporation of the common workplace policies and procedures into the assessment scenario or activity.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Creating assessment activities that require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Provide a realistic simulated workplace within MCBT facilities.

Competence of assessors

In accordance with the Standards for Registered Training Organisations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. MCBT has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirements under the Standards for Registered Training Organisations. Further information can be found in this manual within the Trainer & Assessor Recruitment Policy and Procedure.

Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, we will put appropriate supervision arrangements in place to support the gathering of valid evidence. Further guidance on supporting these assessors can be found in this manual in the policy on Assessment Partnerships.

Conducting Assessment and Gathering Evidence

Assessment tasks are conducted in line with the **Training and Assessment Strategy (TAS)** and the unit assessment requirements as well as conditions. The **MCBT** assessors ensure that:

- Students are informed of assessment expectations, criteria, assessment due dates and appeal processes.
- Assessment tasks are presented and explained in ways that allow for fairness and flexibility.
- Reasonable adjustments are implemented when required (Refer QA2.3 & 2.4 Student Support and Intervention Policy and Procedures
- Students have access to the required facilities, equipment and resources for completing the assessment tasks as required.
- Students have the opportunity for resubmission where initial evidence is insufficient or not satisfactory or reassessment where the students have been deemed Not Yet Competent.

The students complete and submit assessment tasks by the due date advised, according to the assessment instructions and guidelines provided by the MCBT assessors.

- MCBT requires students to submit completed assessment task evidence within one week of the unit of competency end date advised on their respective timetables.

- The assessors collect evidence in various forms (e.g., written responses, practical demonstrations, workplace documents).

The assessors ensure the evidence is authentic, sufficient, valid, and current.

Academic Integrity and Plagiarism

MCBT is committed to promoting a culture of academic integrity and fostering independent learning. All students are expected to complete assessments honestly and ethically, demonstrating their own understanding and original effort.

Academic Integrity

Students are expected to:

- Complete all assessments independently, unless group work is specifically required;
- Apply critical reasoning and workplace-relevant thinking in assessment tasks;
- Reference all sources used, including textbooks, digital content, and AI tools;
- Avoid dishonest practices such as plagiarism, collusion, and cheating.

What is Plagiarism?

Plagiarism is the act of presenting another person's ideas, research, or content as your own without proper acknowledgment. This includes copying:

- Text from published or online sources without citation;
- Images, designs, statistics, sounds, or computer code;
- Work from another student or submitting another's work as your own;
- AI-generated responses (e.g., ChatGPT) without clear citation.

Plagiarism can be intentional (cheating) or unintentional (poor academic practice). Both will be addressed according to RTONAME's academic misconduct procedure.

Use of Artificial Intelligence (AI)

Students may use AI tools responsibly to support their learning. However:

- Any use of AI-generated content must be clearly referenced;
- Final assessment responses must be written in the student's own words;
- Blind copying of AI output is a form of plagiarism and is unacceptable.

Referencing Requirements

MCBT uses the **Harvard Referencing System**. All sources must be acknowledged both in-text and in a final reference list. Students are expected to demonstrate understanding by synthesising information and expressing it in their own words.

Cheating in Assessments

Cheating includes:

- Using unauthorised materials during tests;
- Submitting work completed by someone else;
- Copying another student's responses;

- Collusion with others where individual work is required.

Trainers and assessors are responsible for educating students about academic integrity and monitoring assessment conduct.

Dealing with Plagiarism

Cases of suspected plagiarism will be reviewed by the **Academic Manager** in consultation with the trainer/assessor. Depending on the nature of the offence:

- **Poor academic practice** may lead to a request to revise and resubmit the task;

- **Deliberate misconduct** may result in formal warnings, re-assessment requirements, or cancellation from the program.

Repeat or severe cases of plagiarism will be considered **academic misconduct** and may result in disciplinary action, including course termination.

Students have the right to appeal any decision in accordance with the **Complaints and Appeals Policy**.

Assessment Judgement, Feedback and Record

All assessors at **MCBT** make assessment judgments based on the Principles of Assessment.

- Assessors use benchmark answers in the **Assessor Guides** for each task with the assessment book for the units of competency to make judgements and complete the **Assessment Result Record** to record the same for each task within the unit of competency.
- Assessors provide clear and constructive feedback to students that includes information about:
  - Assessment gaps (if any) and the assessment judgement or outcomes for each task.
  - Information on ways of overcoming any identified gaps in the assessment tasks.
  - Opportunity to further discuss the assessment outcomes/ results.
  - Opportunity for resubmitting individual tasks where gaps have been identified.
  - Reassessment of all tasks if gaps identified in all or when submission was not made by the due date.
  - Assessment appeal process (if applicable).
- When assessment results for all tasks are recorded, the assessors complete the feedback comments and competency judgement as 'Competent' or 'Not Yet Competent' on the **Unit Result Record** sheet.
- The assessors are required to submit the **Unit Result Records** along with the assessed **Student Assessments** for the unit of competency within two (2) weeks of the unit of competency end date advised on the respective timetables.
- The Student Support Officers record the Assessment Results in the Student Management System (SMS) within one (1) week after the assessors submit the Unit results for the students.

Assessment and Feedback Workflow

Who	Action	Details	Timeline
Assessor	Assessment Judgement	Use benchmark answers in the Assessor Guide to judge each assessment task and complete Assessment Result Records.	**Within 2 weeks** on the Unit end date
Assessor	Feedback	Provide clear and constructive feedback to students	
Assessor	Finalise Unit Result Record	Record judgement for each assessment task and accordingly finalise the Unit outcome as '**Competent**' or '**Not Yet Competent**' and add final comments.	
Assessor	Submit Result Records	Submit Unit Result Record & assessed tasks to Student Support.	
Student Support Officer	Enter Results in SMS	Input student results in Student Management System	**Within 1 week** of receiving assessor submissions.

Assessment Appeal and Reassessment

The students at **MCBT** are offered reassessment opportunity if:

- Evidence provided is insufficient.
- Evidence provided was incorrect or unsatisfactory.
- An error in judgement or procedure is identified.
- Reasonable adjustment was not correctly applied.

All reassessments are documented and conducted as per the **MCBT** Reassessment and Appeal procedure detailed below:

The MCBT students are provided two (2) opportunities to resubmit their assessment task evidence/ answers to their respective assessors if they have been marked 'Not Yet Satisfactory' for any assessment tasks, before the assessor finalises the Unit of Competency assessment outcome within two (2) weeks of the unit of competency end date advised on the respective timetables.

Where resubmission is granted, assessors may require students to either:

Resubmit the original task with corrections based on feedback (where the integrity of the task is still preserved), or

Complete an alternate version of the assessment task to ensure authenticity and fairness in the reassessment process.

The Academic Manager and Lead Trainer will determine whether a new version of the tool is required, based on the risk of academic misconduct, assessment design, and the nature of the evidence gap.

These opportunities are provided by the assessors via face-to-face assessment discussions or feedback or via emails where the assessors provide feedback on the identified gaps in the assessment answers/ evidence. The assessors provide due dates for the resubmissions for the same.

When the Unit of Competency assessment outcome is finalised and if any student has been marked 'Not Yet Competent' for the said Unit of Competency, they can apply for Reassessment via Reassessment and Appeal Form. This reassessment will have a fee of $250.

The MCBT assessor must:
- Report any assessment decision that is disputed by the student to the Academic Manager.
- Participate in the reassessment or appeal according to the policies and procedures of MCBT

The MCBT provides students with opportunities to appeal against assessment conduct, assessment judgement and/ or the outcome of the assessment. Post review, the Academic Manager shall conduct meeting with the student to finalise and close the appeal.

Ongoing Monitoring and Continuous Improvement

The MCBT is committed to maintaining a systematic and documented process for the ongoing monitoring and continuous improvement of its assessment system. This includes regular validation, feedback analysis, industry consultation, and implementation of improvements to ensure assessment practices are fair, flexible, valid, and reliable.

- Trainers and Assessors and Assessors discuss issues, anomalies, or feedback related to assessments during team meetings held monthly to discuss:
    - Assessment outcomes (e.g., high fail rates, clustering issues).
    - Trends or patterns in student results.
    - Identified risks or non-compliances.
- Academic Manager and Lead Trainers and Assessors review samples of assessment decisions for consistency.
- Learner and employee feedback is gathered after each term using standardised tools (e.g., **Feedback surveys** or **Training and Assessment evaluation surveys**). This feedback is analysed for:
    - Clarity and fairness of assessment tasks.
    - Relevance to workplace or industry expectations.
    - Volume of evidence required.
- Post Assessment validation of completed student assessments is conducted as per the MCBT validation schedule.
- Feedback from employers and industry representatives is sought on the relevance and authenticity of assessment tasks and if the graduates can be considered job-ready based on assessment outcomes.
- Identified improvements or recommendations from the feedback from surveys, industry consultation and validation sessions are documented in the **Continuous Improvement Register**.
- Updates may include:
    - Revising assessment tools (e.g., instructions, benchmarks, templates).
    - Enhancing assessor guidance materials.
    - Providing additional assessor PD or calibration sessions.

- o All updated tools are version-controlled and stored in the Academic Faculty Folder for future cohorts
- The MCBT Academic Manager and Lead Trainers and Assessors ensure the assessment tools are updated as per the recommendations made and the updated versions of the tools are made available for the next batch of students.