

TA7-I - TRAINING AND ASSESSMENT P&P

TA7-I: Training and Assessment Policy & Procedure

Domestic and International Students

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Purpose

The purpose of this policy and procedure is to outline the approach taken by Our institute to deliver high quality training and assessment to its students.

This policy aligns closely to Standard 1 from the Standards for OUR INSTITUTES 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 National Code 2018 Standards 6, 7, 8 and 9.

Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

ASQA means Australian Skills Quality Authority which is the national VET regulator and the OUR INSTITUTE's registering body

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the OUR INSTITUTE

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

Task Skills	The skills needed to perform a task at an acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
Task Management Skills	These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
Contingency Skills	The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
Job Role/Environment Skills	The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
Transfer Skills	The ability to transfer skills and knowledge to new situations and contexts.

National Code 2018 means National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

Principles of Assessment means assessment decisions are based on the principles of fairness, flexibility, validity and reliability, which definitions of each of these as outlined below¹:

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the OUR INSTITUTE to take into account the individual learner's needs.</p> <p>The OUR INSTITUTE 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.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • 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.

¹ Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for OUR INSTITUTES 2015*. Accessed on September 15, 2022, from <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015>

Validity	Any assessment decision of the OUR INSTITUTE is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the OUR INSTITUTE.

Recognition of Prior Learning 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 of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015².

OUR INSTITUTE means Registered Training Organisation

Rules of Evidence means that the evidence on which an assessment decision is based is valid, sufficient, authentic and current, with definitions for each as outlined below: ³

Validity	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.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	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.

Standards means the Standards for Registered Training Organisations (OUR INSTITUTES) 2015 from the VET Quality Framework

Policy

1. Industry consultation

² Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for OUR INSTITUTES 2015*. from ² Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for OUR INSTITUTES 2015*. Accessed on September 15, 2022, from <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015>

³ Definitions quoted from ASQA as above.

Our institute effectively engages 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.

Industry consultations may include questionnaires, surveys, forums, meetings, email updates and other such communication with employers, students, regulatory bodies, licensing authorities, enterprises, unions, training advisory bodies, other training organisations and/or Industry Skills Councils.

Formal records of industry consultation are maintained and are centrally recorded on the *Industry Consultation Register*.

2. Training and assessment strategies

Our institute develops and implements a comprehensive training and assessment strategy for each Course it delivers or maintains on its Scope of Registration. Training and assessment strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.

3. Delivery of quality training

Our institute provides quality training to its students for all Courses. This means:

- 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.
- Providing suitable educational and support services, including welfare-related support sufficient to meet the numbers of students enrolled with the OUR INSTITUTE.
- Providing training resources that are accessible to students regardless of their location or mode of delivery.
- Ensuring that international students undertake no more than 33% of their course by on-line study through OUR INSTITUTE Learning Management System (LMS).
- Ensuring 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 OUR INSTITUTE's *Staff Management Policy and Procedures*, who are able to deliver the Courses on the OUR INSTITUTE's scope to the number of students enrolled with the OUR INSTITUTE.
- Identifying the support that each individual student needs prior to their commencement or enrolment with OUR INSTITUTE (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

4. Suitable resources

Our institute ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to relevant training rooms, learning aids, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified.

5. Assessment principles

Our institute has a system that ensures assessment:

- Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
- Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.

- Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
- 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.
- Considers' the students' dimensions of competency when making all assessment decisions.

Where required to ensure no students are disadvantaged, assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs.

Our institute has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further information.

6. Assessment documentation

Assessment documentation has been developed for all units of competency or modules in each Course. These documents include:

- Detailed instructions to the student about the tasks they must complete
- Benchmark answers and decision making rules for the assessor
- Recording tools for the assessor
- Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module.

7. Submission, feedback and re-assessment

Students must submit each task once completed and tick appropriate declaration box acknowledging ownership of work within due dates specified in the assessment instructions on Learning Management System.

Written, theoretical and practical tasks will be assessed within one week 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 one attempt per assessment task. Students are given opportunity to show their completed work to their trainer prior to due date to allow improvement or corrections on their assessment. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to take part in paid reassessment.

Where a student exhausts their attempt 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 in written form from their assessor on LMS.

8. Assessment appeals

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

9. 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.

10. Student plagiarism, cheating and collusion

Students are expected to complete all assessments ethically: without plagiarism, collusion or cheating. Any students suspected of unethical 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.

11. Arrangements with third parties to deliver training and assessment

Any third party delivering training and assessment services on behalf of Our institute are required to deliver them in line with Our institute's policies and procedures. Refer to the *Third Party Agreements Policy and Procedure* for further detail.

12. Record keeping

Our institute will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at <http://www.asqa.gov.au/news-and-media/retention-requirements-for-completed-student-assessment-items.html>.

13. Feedback and improvements

Our institute 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 Management Policy & Procedures* for further details.

Procedures

1. Course development

Refer Clause 1.1, 1.2, 1.3 and 1.4 of Standard 1 and 9 and National Code 2018

Procedure	Responsibility
<p>A. Review requirements of Course</p> <ul style="list-style-type: none">Review the Training Package and VET Accredited Course guidelines to identify the needs of the Course delivery.Identify target market needs by conducting research or speaking to potential students and industry representatives.Consider elective options in line with requirements.Determine options for training delivery models – considering AQF level, unit requirements, facility and equipment requirements, skills and knowledge to be covered. Consider class-based, workplace-based, distance, online.Ensure that in reviewing the delivery mode that for international students no more than 33% of the course is delivered via distance or online learning and that no study period is exclusively made up of distance or online learning.Research nominal hours assigned to each unit/module in the Course in the relevant state/s.Determine suitable length of Course and structure based on the above information.Decide on whether units/modules will be clustered.Source options for training materials – ensure they suit proposed delivery model/s.Source options for assessment materials – ensure they suit proposed delivery model/s.Consider the requirements of the ASQA Fact Sheet: <i>Delivering elective units</i> available at https://www.asqa.gov.au/resources/fact-sheets/delivering-elective-units	Training Manager
<p>B. Prepare course overview</p> <ul style="list-style-type: none">Prepare an outline of the proposed course, outlining the details as above.	Training Manager/ Relevant Course Coordinator

2. Industry consultation

Refer Clause 1.5 and 1.6

Procedure	Responsibility
<p>C. Consult with industry representatives</p> <ul style="list-style-type: none"> • Locate industry representatives such as current employers, industry groups, and professional associations etc that are willing to provide input. • Provide them with the overview of the course prepared earlier. • Provide example training and assessment materials where available. • Develop a range of questions for industry representatives to gather feedback on the course design – include delivery structure, selection of units, proposed delivery methods, training and assessment materials. • Ask questions around current performance expectations of job roles, technology requirements, methods used in the workplace etc. • If there are any areas of uncertainty about the course design, include in the questionnaire. • Gather feedback to questions from a number of industry representatives. • Feedback can be provided verbally but must be documented in detail. 	Training Manager/ Relevant Course Coordinator
<p>D. Other industry engagement strategies.</p> <ul style="list-style-type: none"> • Using feedback received from employers during workplace based training • Engaging with the skills council • Engaging with industry associations on a regular basis • Joining and attending relevant Assessor Network and industry conferences & forums. 	Training Manager/ Relevant Course Coordinator
<p>E. Act upon and record industry consultation</p> <ul style="list-style-type: none"> • Review feedback collected from industry representatives and decide on actions to be taken. • Record on the <i>Industry Consultation Register</i> the details of consultation and save electronic copy of the feedback. • The relevant TAS should be updated to reflect the industry consultation process, the feedback received. 	Training Manager/ Relevant Course Coordinator

3. Training and Assessment Strategies

Refer Clause 1.1, 1.2, 1.3 and 1.4 of Standard 1.

Procedure	Responsibility
<p>F. Prepare a Training and Assessment Strategy (TAS)</p> <ul style="list-style-type: none"> • Prepare a TAS using the TAS template. 	Training Manager/ Relevant Course Coordinator

Procedure	Responsibility
<ul style="list-style-type: none"> Each section of the TAS should be completed in detail. Where there are different delivery methods for the same Course, describe each model in detail – clearly differentiating between different delivery models. A description of details of the industry representative engaged in consultation. TAS should be approved by the CEO or authorized representative. 	
<p>G. Review and maintain Training and Assessment Strategies</p> <ul style="list-style-type: none"> TAS's should be reviewed whenever there are changes in training package, legislation or identified needs including changes to the delivery, changes in units or modules, equipment, facilities etc. Update accordingly. Act on any feedback collected during Course delivery and recorded in the CI form & register. 	Training Manager/ Relevant Course Coordinator

3. Facilities, equipment and resources

Refer Clause 1.3 and 1.4 of Standard 1 and National Code 2018

Procedure	Responsibility
<p>H. Ensure appropriate facilities</p> <ul style="list-style-type: none"> For each course, determine the facilities required. These should be listed in the TAS. The Training Package, Accredited Course, unit, module and/or industry may provide guidance on the facilities required. Ensure Our institute has access to the required facilities for the student numbers for each Course. New facilities should be assessed using the <i>Delivery Site Inspection Checklist</i>. Consider the requirements of the ASQA Fact Sheet: <i>Health and Safety requirements for educational purposes</i> available at: https://www.asqa.gov.au/resources/fact-sheets/health-and-safety-requirements-for-educational-premises 	Training Manager/ Relevant Course Coordinator
<p>I. Ensure appropriate equipment</p> <ul style="list-style-type: none"> For each course, determine the equipment required to deliver the course as listed in the TAS. The Training Package, VET Accredited Course, unit, module and/or industry may provide guidance on the equipment required. Ensure Our institute has access to the required equipment for the student numbers for each Course, ensuring these are available at the facilities in which training will occur. 	Training Manager/ Relevant Course Coordinator
<p>J. Learning materials</p> <ul style="list-style-type: none"> Our institute has suitable learning materials for each unit or module in each Course. This may include student/learner guides, textbooks, and online learning materials accessible on the Online LMS. 	Training Manager/ Relevant Course Coordinator

Procedure	Responsibility
<ul style="list-style-type: none"> • Upon the development of new Courses, ensure learning materials suit the delivery model. Consider the delivery model – class-based, workplace based, distance, online etc. • Ensure learning materials cover the required skills and knowledge of each unit/module/cluster by matching to unit requirements. • Adjust materials if required to ensure suitability or develop supplementary materials where required. • Learning materials to be used in each Course should be recorded in the TAS. • Learning materials should be updated and reviewed on a regular basis based on feedback received from students, trainers and industry, and also in light of any Training Package or VET Accredited Course changes. 	
<p>K. Assessment materials</p> <ul style="list-style-type: none"> • Our institute has valid and suitable assessment materials for each unit, module or cluster in each Course. This includes: <ul style="list-style-type: none"> – set assessment tasks with clear guidance to the student – marking guides for the assessor with clear instructions and benchmark answers – mapping showing how tasks relate to the unit of competency or module requirements – appropriate recording tools to record observations, feedback, outcomes and decision making rules used. • Adjust assessment materials if required to ensure suitability. • Record assessment materials to be used in each Course in the TAS. • Assessment materials should be updated and reviewed on a regular basis based on feedback received from students, assessors, validation outcomes and industry, and also in light of any Training Package or VET Accredited Course changes. • Consider the requirements of the ASQA Fact Sheet: <i>Using third-party evidence to assess competence</i> available at: https://www.asqa.gov.au/resources/general-directions/third-party-arrangements-training-andor-assessment-vet-courses 	<p>Training Manager/ Relevant Course Coordinator</p>

4. Class preparation and delivery

Refer Clause 1.3 and 1.7 of Standard 1 and National Code 2018

Procedure	Responsibility
<p>L. Session plans and supporting materials</p> <ul style="list-style-type: none"> • Sessions are to be delivered using the <u>approved</u> session plan in the assessor guide for the topic/ unit / module. • 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, Learning resources, etc. Supporting materials will be outlined in the 	<p>Training Manager/ Relevant Course Coordinator</p> <p>Trainer/Assessor</p>

Procedure	Responsibility
<p>assessor guide.</p> <ul style="list-style-type: none"> • Session plans ensure that what should be covered in a session is covered. Trainers are able to adjust session content to suit the needs of the group where required & approved by relevant manager. • Trainers should provide feedback for improvement to session content and materials. 	
<p>M. Session delivery</p> <ul style="list-style-type: none"> • All sessions are to be delivered according to the approved session plans. • The trainer should set up the class-room to suit the requirements of the session. • The trainer should ensure all details on the roll are correct and all students' attendance are recorded correctly and then signed at the bottom. • Trainers/administrators should direct the students to complete survey feedback on LMS as per <i>Quality Assurance Procedures</i>. • Students may require individual support during, before and after classes. This must be documented accordingly • The completed attendance roll should be provided to the training administrator at the end of each session for fortnightly data entry 	Trainer/Assessor
<p>N. Simulated workplace environments</p> <ul style="list-style-type: none"> • Simulated workplace environments to be used in class should be set up to accurately reflect a real working environment as closely as possible. • 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 where outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course. 	Trainer/Assessor

5. Workplace visits

Refer Clause 1.3 and 1.7 of Standard 1.

Procedure	Responsibility
<p>O. Conduct workplace visits</p> <ul style="list-style-type: none"> • Trainers/assessors will visit workplaces regularly for students participating in workplace based programs, or programs that include a workplace based component. • Visits may include training, support and/or assessment. • The trainer/ assessor will liaise with the student and the nominated supervisor about their visit prior to attending but it is the student's responsibility to ensure relevant people in the workplace know the trainer/assessor is due. • Discussions held with the student during the visit will be documented on the <i>Workplace Visit Form</i>. 	Trainer/Assessor

Procedure	Responsibility
<ul style="list-style-type: none"> • Visits may include a component of workplace observations requiring the completion of set tasks and/or observation of routine work duties – this will be outlined in the relevant task instructions for the unit/module/cluster. • The trainer/assessor will ensure, prior to attending the visit that appropriate arrangements are in place for observing the relevant tasks to be demonstrated. • The workplace supervisor may also be required to provide completed <i>Third Party /Supervisor Reports</i> to verify the student's workplace skills. The trainer/assessor will liaise with the relevant person to ensure they have been completed and can be collected on the day. • Assessment outcomes will be recorded in the marking guide and competency record sheet. 	
<p>P. Engage with workplaces during visits</p> <ul style="list-style-type: none"> • Trainers/assessors should ensure that they make contact with relevant personnel during the workplace visit to ensure the workplace is engaged and involved in the student's training program. This may include: <ul style="list-style-type: none"> – Provide support and guidance on the workplace's involvement in the Course. – Answer any questions they have – Address issues relating to the student's performance relevant to the Course; and/or – Check on the completion of third party/supervisor reports. – Gather feedback about Our institute, the Course and the workplace's involvement. 	Trainer/Assessor
<p>Q. Collect feedback during visits</p> <ul style="list-style-type: none"> • Students and workplaces will be asked for feedback during workplace visits. This will be through <i>Quality Indicator Employer Satisfaction Survey and may include Student Visit Surveys, Employer Visit Surveys, Quality Indicator Employer Satisfaction Survey, Student Exit Survey, and/or Employer Exit Survey</i> – these are to be collected in line with the <i>Quality Management Policy and Procedure on Feedback and Surveys</i>. 	Training Manager/ Relevant Course Coordinator Trainer/Assessor

6. Student support

Refer Clause 1.7 of Standard 1 and National Code 2018 Standard 6.

Procedure	Responsibility
<p>R. Assessing individual needs</p> <ul style="list-style-type: none"> • 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 	Administration Team & Marketing Manager

Procedure	Responsibility
<p>student to identify how the OUR INSTITUTE 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.</p> <ul style="list-style-type: none"> • A student may not be offered a place for enrolment if the OUR INSTITUTE is not able to support the student in the course. • An LLN assessment may be conducted for domestic students to identify the level of support required. 	
<p>S. Language, literacy and numeracy assessments (domestic students only)</p> <ul style="list-style-type: none"> • Students may 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 <i>LLN Marking Guide</i> 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. 	<p>Training Manager or relevant personnel</p>
<p>T. Individual support plans</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – Additional one-on-one support from the trainer/assessor. – Assigning of 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 	<p>Training Manager or relevant personnel</p>
<p>U. Orientation</p> <ul style="list-style-type: none"> • Provide an orientation a week prior to start of the course to international students about adjusting to life and study. The orientation will include as a minimum the following information: <ul style="list-style-type: none"> – Useful Websites for students – Australian post – http://www.google.com.au/ – Emergency Contact Numbers 	<p>Marketing Manager Student Support Services Officer Training Administrator</p>

Procedure	Responsibility
<ul style="list-style-type: none"> - Fire, medical or police emergency, Dial 000 - Alcohol and Drug Information Service Sydney 02 9361 8000 or 1800 422 599 - DoCS Helpline 132 111 - Domestic Violence and Sexual Assault helpline 1800 200 526 - Kids Helpline 1800 551 800 - Lifeline 131 114 - NSW Poisons Information Centre 131 126 - NSW Rape Crisis Centre 02 9819 7357 or 24/7 Counseling 1800 424 017 - Victims Support Line 02 9374 3000 or 1800 633 063 - Youthline 02 9633 3666 - Telstra call connect (an operator will give you a number of a place or person you are looking for through land phone lines) Dial 12456 - http://www.auspost.com.au/ - City Rail transport information - http://www.cityrail.nsw.gov.au/ - Yellow pages Telephone numbers - http://www.yellowpages.com.au/ - Where Is? Directions and Maps - http://www.whereis.com/whereis/home.do?ref=yppnavex1 - Department of Immigration and Citizenship - http://www.immi.gov.au/ - Australian taxation office - http://www.ato.gov.au/ - Department of Immigration and Multicultural affairs electronic Visa application - https://www.ecom.immi.gov.au/visas/html/questionnaire/Students_Self_Selection_2_PTW.htm • Useful search engine Remind students that the information provided at orientation is included in the Student Handbook. • Where a student commences their course after orientation, provide the student with a one to one orientation. 	
<p>V. Ongoing support</p> <ul style="list-style-type: none"> • 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. 	<p>Marketing Manager Student Support Services Officer Training Administrator</p>

7. Reasonable adjustments

Refer Clause 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>W. Making Reasonable Adjustments</p> <ul style="list-style-type: none"> 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://www.dese.gov.au/disability-standards-education-2005 Where a reasonable adjustment is made to assessment, this should be documented in the Assessment Record Tool. 	<p>Training Manager/ Relevant Course Coordinator</p> <p>Trainer/Assessor</p>

8. Practical placements

Refer Clause 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>X. Establish placement arrangements</p> <ul style="list-style-type: none"> For courses that require practical placement, students may be required to source their own placement, or Our institute will assist to establish a suitable workplace. For any workplace agreeing to take on a student, they must have full and complete information about the course and the expectations upon them and the student during the placement prior to agreement. Ensure the workplace is suitable for placement by ensuring the workplace: <ul style="list-style-type: none"> Has appropriate facilities, equipment and job requirements to provide the student with appropriate learning opportunities relevant to their course. Has the resources to ensure the student can be continually supervised. Meets workplace health and safety requirements. Ensure the workplace has the relevant Course Outline and <i>Practical Placement Handbook/Information for Supervisors</i>. A <i>Practical Placement Agreement</i> will be completed between the student, the workplace and Our institute at the commencement of the program. The agreement will outline the arrangements of the placement including number of hours and when the placement is to be completed. 	<p>Training Manager/ Relevant Course Coordinator</p> <p>Trainer/Assessor</p>
<p>Y. Monitor practical placements</p> <ul style="list-style-type: none"> Practical placements usually involve a number of visits to the workplace by the Trainer/Assessor for the purposes of providing on the job support and/or assessment. Practical placement arrangements will be monitored through these visits. Monitoring of the placement will include ensuring that the: <ul style="list-style-type: none"> The work placement arrangements are mutually beneficial between all parties. The workplace is happy with the achievements, contribution and 	<p>Training Manager/ Relevant Course Coordinator</p> <p>Trainer/Assessor</p>

Procedure	Responsibility
<p>participation of the student.</p> <ul style="list-style-type: none"> – The student is showing up for their work placement shifts at the right time. – The details of the work placement are being recorded properly. – The workplace is fulfilling their requirements by supporting the student and providing appropriate feedback to Our institute about the student's skills and achievements. <ul style="list-style-type: none"> • The monitoring process will aim to resolve any issues or concerns identified. • Any complaints received about the practical placement will be addressed according to the Complaints and Appeals policy and procedure. • Where it is considered suitable and beneficial for all parties involved, alternative work placement arrangements may be made for a student if required. 	
<p>Z. Collect feedback from host workplaces</p> <ul style="list-style-type: none"> • Workplaces providing practical placements to students will be asked to provide feedback to the OUR INSTITUTE through the <i>Quality Indicator Employer Satisfaction Survey</i> and may also include <i>Host Workplace Visit Surveys</i> and <i>Host Workplace Exit Survey</i> – to be collected in line with the <i>Feedback Procedures</i>. 	Trainer/Assessor

9. Conducting assessments

Refer Clauses 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>AA. Preparing for assessment</p> <ul style="list-style-type: none"> • Requirements of assessment for each unit/module are outlined for the student in the Student Guide and instructions are provided for assessors in the relevant Assessor Guide. • Ensure students are advised of the assessment requirements at the start of the unit/ module • Ensure students are advised of relevant due dates for each assessment task as per Assessment Schedule. • Reasonable Adjustments required should be recorded on the plan where relevant. 	Trainer/Assessor
<p>BB. Assess written work and provide feedback</p> <ul style="list-style-type: none"> • Assessment Task(s) should be submitted by the student with a completed and ticked declaration on Learning Management System. • Each Work placement Tasks can be submitted by providing them to their trainer/assessor at work place visit etc. • Students are 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 one week of it 	Trainer/Assessor

Procedure	Responsibility
<p>being received.</p> <ul style="list-style-type: none"> • Provide students with detailed written feedback on the <i>Assessment Task</i> by filling the marking guide and inserting comments on the assessment sheet. • 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 <i>Assessment Marking Guide</i>. 	
<p>CC. Assess practical tasks</p> <ul style="list-style-type: none"> • Practical tasks may be assessed during simulated classes and/or visits. Instructions for completing tasks will be outlined in the relevant <i>Student Guide</i> • A record of the observations made during the assessment should be recorded in the <i>Assessment Marking Guide</i>. During a visit, feedback can be documented on the <i>Workplace Logbook</i>. • A student should be given a written summary of the feedback and asked to sign the <i>Workplace Logbook</i> to confirm they have received their outcome. 	Trainer/Assessor
<p>DD. Recording outcomes</p> <ul style="list-style-type: none"> • Record the outcome of the assessment task on the <i>Assessment Marking Guide</i> • 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: <ul style="list-style-type: none"> – 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. 	Trainer/Assessor
<p>EE. Re-submission</p> <ul style="list-style-type: none"> • Students have up to one attempt per assessment task to achieve a Satisfactory outcome. • Resubmission outcomes should follow the same process for feedback and recording as outlined above. • If a student has attempted a task but hasn't achieved a Satisfactory outcome, the student must re-enroll in the unit or module and undertake further 	Trainer/Assessor

10. Recognition of Prior Learning

Refer Clause 1.12 of Standard 1 and National Code 2018

Procedure	Responsibility
FF. Student applies for RPL	Student/ RPL

Procedure	Responsibility
<ul style="list-style-type: none"> • A student may indicate they wish to apply for RPL at any stage during the enquiry or enrolment process. • Determine initial suitability for RPL based on experience in industry and previous training, overseas qualifications etc. • If considered suitable for RPL, the student is to be sent a <i>Candidate Application Kit</i>. This will allow the student to make an initial self-assessment of their skills and knowledge and identify any evidence they may be able to provide of their skills. • Students who express an interest in RPL but who, based on their experience and initial discussion with Our institute, are not considered to likely be suitable for RPL may still go through the self-assessment process. • The student completes an initial self-assessment against the units/qualification they are seeking RPL for. This self-assessment process will help them decide whether RPL is a suitable pathway. Further guidance about how to use the self-assessment is outlined in the <i>Candidate Kit</i>. During this phase, the student may also wish to discuss the process with a Trainer/Assessor who will be made available to them by Our institute. • The student should then return the completed self-assessment along with the <i>RPL Application Form</i>. 	Candidate
<p>GG. RPL Application is reviewed</p> <ul style="list-style-type: none"> • The application will be reviewed to determine whether the self-assessment and evidence listed by the student demonstrates suitability for RPL for the units applied for. • If suitable, the Assessor contacts the student to make arrangements for first interview. • The Assessor may request further information from the Student at this stage. 	Assessor/Relevant Course Manager
<p>HH. Conduct initial interview</p> <ul style="list-style-type: none"> • The assessor will review the information supplied by the student for each unit of competency. • The assessor will use the interview as a time to make a preliminary judgment about the student's skills and knowledge against each unit. The Assessor will ask a range of questions to identify the student's broad level of competency. This interview is called the 'Competency Conversation' and findings and observations are recorded in the <i>RPL Assessors Kit</i>. • During this conversation the Assessor and Student will decide on which units RPL should be continued for and work out a plan for the evidence to be collected by the student prior to next meeting. • The student completes an <i>Enrolment Form</i> at this stage if continuing with RPL process. 	Assessor/Relevant Course Manager
<p>II. Contact professional referees</p> <ul style="list-style-type: none"> • The professional referees are contacted to confirm the student's skills, work experience and knowledge. 	Assessor/Relevant Course Manager

Procedure	Responsibility
<ul style="list-style-type: none"> Records of the conversations are kept in the <i>RPL Assessors Kit</i>. The assessor may require that the student provides further information or evidence in relation to the conversations held with the referees. 	
<p>JJ. Conduct further interviews and practical assessments</p> <ul style="list-style-type: none"> Further interviews are conducted with the student to cover the questions in the Assessors Kit. Practical assessments are made in the workplace to assess on-the-job skills. Student provides further evidence to support their history and experience. The Student has the Third Party Kit completed as part of their evidence where possible. A decision about whether RPL will be granted for each unit is made and recorded in the Assessor's Kit. Arrangements for gap training are made if required. 	Assessor/Relevant Course Manager
<p>KK. Gather feedback</p> <ul style="list-style-type: none"> Feedback is collected from each RPL candidate using the <i>RPL Candidate Feedback Survey</i>. 	Assessor/Relevant Course Manager

11. Plagiarism, cheating and collusion

Refer Clause 1.8 of Standard 1

Procedure	Responsibility
<p>LL. Dealing with academic misconduct</p> <ul style="list-style-type: none"> Where an 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: <ul style="list-style-type: none"> 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 Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation. The Training Manager and Assessor will then make a decision about the steps to be taken. This may include: <ul style="list-style-type: none"> 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. 	Trainer/Assessor & Training Manager

12. Records of assessment

Refer Clause 1.8 of Standard 1

Procedure	Responsibility
<p>MM. Keep records of assessment</p> <ul style="list-style-type: none">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:<ul style="list-style-type: none">Saved on learning management system, workplace logbooks stored in assessment room.	Training Administrator

Document Control

Revised By:	Roy Bahri
Revision Date:	15.09.2022
Standards:	Clauses 1.1 – 1.8 and Clause 1.12 of Standard 1 and National Code 2018 Standard 6, 7, 8 & 9