



PP-32 Training and Assessment Policy & Procedures

Domestic and International Students

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Purpose

The purpose of this policy and procedure is to outline the approach taken by Australian Institute of Science and Technology (AIST) to deliver high quality training and assessment to its students.

This policy aligns closely to Standard 1 from the Standards for RTOs and ensures the strategies and practices used in relation to be 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 2, 6, 8 and 11.



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 RTO's registering body

Course means any nationally recognized qualification, unit of competency, skill set or short course delivered by the RTO

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 below ¹:

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>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.</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.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:</p> <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	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

¹ Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from

http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf



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 RTO.

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.

RTO 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 (RTOs) 2015 from the VET Quality Framework

Policy

1. Industry consultation

Australian Institute of Science and Technology (AIST) 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.

2. Training and assessment strategies

Australian Institute of Science and Technology (AIST) 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.

² Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from

http://www.asqa.gov.au/verve/resources/User_s_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

³ Definitions quoted from ASQA as above.



3. Delivery of quality training

Australian Institute of Science and Technology (AIST) 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 AIST.
- Providing training resources that are accessible to students regardless of their location or mode of delivery.
- Ensuring that international students undertake no more than one third of the units (or equivalent) of a course by distance and/or on-line study and exclusively in distance or online learning units in any one study period.
- Ensuring there are sufficient numbers of skilled Educators and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the AIST's *Staff Management Policy and Procedures*, who are able to deliver the Courses on the AIST's scope to the number of students enrolled with AIST.
- Identifying the support that each individual student needs prior to their commencement or enrolment with the AIST (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

4. Suitable resources

Australian Institute of Science and Technology (AIST) 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, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified.

5. Assessment principles

Australian Institute of Science and Technology (AIST) has an assessment 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.

Australian Institute of Science and Technology (AIST) 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.

In some cases, Australian Institute of Science and Technology (AIST) has grouped units of competency or modules together to form a cluster. In this case, assessment requirements may relate to a group of units rather than one unit, however this will be made clear in the assessment task instructions and in course information.

7. Submission, feedback and re-assessment

Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.

Written and theoretical tasks will be assessed within **4 weeks of submission**. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.

Students have up to **three attempts** per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

Where a student exhausts his/her attempts at re-assessment, the student will be required to re-enrol in the unit or module, participate in further training and undertake the whole assessment again.

Students will receive detailed feedback for each task either in written or verbal form from their assessor.

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 Australian Institute of Science and Technology (AIST) are required to deliver them in line with Australian Institute of Science and Technology (AIST)'s policies and procedures. Refer to the *Third-Party Agreements Policy and Procedure* for further detail.

12. Record keeping

Australian Institute of Science and Technology (AIST) will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at <https://www.asqa.gov.au/news-publications/publications/general-directions/retention-requirements-completed-student-assessment-items>

13. Feedback and improvements

Australian Institute of Science and Technology (AIST) collects feedback about its training and assessment practices and systems from students, Educators 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 Standard 9.

Procedure	Responsibility
<p>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 ONE THIRD 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. <ul style="list-style-type: none"> Consider the requirements of the ASQA Fact Sheet: <i>Delivering elective units</i> available at https://www.asqa.gov.au/news-publications/publications/fact-sheets/delivering-elective-units 	VET Manager
<p>Prepare course overview</p> <ul style="list-style-type: none"> Prepare an outline the proposed course, outlining the details as above. 	VET Manager

2. Industry consultation

Refer Clause 1.5 and 1.6

Procedure	Responsibility
<p>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. 	VET Manager



Procedure	Responsibility
<ul style="list-style-type: none"> 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. 	
<p>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 	VET Manager
<p>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 the feedback received and the changes made based on the feedback. The relevant TAS should be updated to reflect the industry consultation process, the feedback received and how the feedback has informed the development of the course. 	VET Manager

3. Training and Assessment Strategies

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

Procedure	Responsibility
<p>Prepare a Training and Assessment Strategy (TAS)</p> <ul style="list-style-type: none"> Prepare a TAS using the TAS template. Each section of the TAS should be completed in detail. The TAS should be a roadmap to the whole Course. Provide sufficient detail and specifics in the TAS so that anyone who reads it can pick up the TAS and know exactly how the Course it to be run. Where there are different delivery methods for the same Course, describe each model in detail - clearly differentiating between different delivery models. A description of the industry consultation process should be included in the TAS along with: <ul style="list-style-type: none"> details of the industry reps engaged in consultation 	VET Manager



Procedure	Responsibility
<ul style="list-style-type: none"> a description of how the industry feedback was used to shape the course should be provided. Record review due date in the TAS. TAS's should be approved by the CEO. 	
<p>Review and maintain Training and Assessment Strategies</p> <ul style="list-style-type: none"> TAS's should be reviewed at least annually. When reviewing, consider if there have been changes to the delivery, changes in units or modules, changes in legislation, equipment, facilities etc. Update accordingly. Act on any feedback collected during Course delivery and describe in the TAS how this feedback has been used to improve or develop the Course. 	VET Manager

4. Facilities, equipment and resources

Refer Clause 1.3 and 1.4 of Standard 1 and National Code 2018 Standard 2.

Procedure	Responsibility
<p>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 Australian Institute of Science and Technology (AIST) 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>. <p>Consider the requirements of the ASQA Fact Sheet: <i>Health and Safety requirements for educational purposes</i> available at: https://www.asqa.gov.au/news-publications/publications/fact-sheets/health-and-safety-requirements-educational-premises</p>	CEONET Manager/Compliance Manager
<p>Ensure appropriate equipment</p> <ul style="list-style-type: none"> For each course, determine the equipment required to deliver the course. These should be listed in the TAS. The Training Package, VET Accredited Course, unit, module and/or industry may provide guidance on the equipment required. Ensure Australian Institute of Science and Technology (AIST) 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. 	CEONET Manager/Compliance Manager
<p>Learning materials</p> <ul style="list-style-type: none"> AIST has suitable learning materials for each unit, module or cluster in each Course. This may include student/learner guides, textbooks, online materials, session plans, handouts or other - which are suitable for the delivery method to be used. 	VET Manager/Compliance Manager



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. Are the materials written to suit this method? Ensure learning materials cover the required skills and knowledge of each uniUmodule/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, Educators and industry, and also in light of any Training Package or VET Accredited Course changes. 	
<p>Assessment materials</p> <ul style="list-style-type: none"> AIST has valid and suitable assessment materials for each unit 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. Upon the development of new Courses, ensure assessment materials are valid and appropriate for the delivery model using the <i>Assessment Validation Checklist</i>. Consider the delivery model and how the assessments will be used - will the students be in class, in the workplace, completing them by distance, online etc. Are the materials written to suit this method? 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 other parties to collect assessment evidence</i> available at: https://www.asqa.gov.au/news-publications/publications/fact-sheets/using-other-parties-collect-assessment-evidence 	<p>VET Manager/Compliance Manager</p>



5. Class preparation and delivery

Refer Clause 1.3 and 1.7 of Standard 1 and National Code 2018 Standard 6.

Procedure	Responsibility
<p>Session plans and supporting materials</p> <ul style="list-style-type: none"> • Sessions are to be delivered using the <u>approved</u> session plan 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, handouts, textbooks etc. Supporting materials will be outlined on the plan. • Session plans ensure that what should be covered in a session is covered. Educators are able to adjust session content to suit the needs of the group where required. • Educators should provide feedback for improvement to session content and materials. 	<p>EducatorNET Manager</p>
<p>Session delivery</p> <ul style="list-style-type: none"> • All sessions are to be delivered according to the approved session plans. • The Educator should set up the class-room to suit the requirements of the session. • All students should sign the <i>Attendance Roll</i>. • The trainer should ensure all details on the roll are correct and all students have signed, and then sign it at the bottom. • Educators should collect session feedback as required according to the <i>Quality Assurance Procedures on Feedback and Surveys</i>. • Students may require individual support during, before and after classes. This should be documented accordingly • The completed attendance roll should be provided to administration for data entry within one week. 	<p>Educators</p>
<p>Simulated workplace environments</p> <ul style="list-style-type: none"> • Simulated hospital laboratory set up to accurately reflect a real working nursing environment as closely as possible. • Information on how this is to be set up is outlined in the TAS and in the course timetable. Also see Clinical Laboratory Policy Manual • Simulated environments are 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 before they undertake work placement., 	<p>EducatorsNET Manager</p>



Procedure	Responsibility
<ul style="list-style-type: none"> 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. 	

6. Workplace visits

Refer Clause 1.3 and 1.7 of Standard 1.

Procedure	Responsibility
<p>Conduct workplace visits</p> <ul style="list-style-type: none"> Educators 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 Educator is due. Discussions held with the student during the visit will be documented on the WorkQ/ace Visit Form. 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 Educator 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 Third Party/Supervisor Reports to verify the student's workplace skills. The Educator 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 accordance with the Conducting Assessment section in this procedure. 	Educator/Placement Coordinator
<p>Engage with workplaces during visits</p> <ul style="list-style-type: none"> Educators 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 be to: <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 Australian Institute of Science and Technology (AIST), the Course and the workplace's involvement. 	Educator/Placement Coordinator



Procedure	Responsibility
<p>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>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>. 	<p>Educator/Placement Coordinator</p>

7. Student support

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

Procedure	Responsibility
<p>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 Compliance Manager or Trainer. The Compliance Manager or Trainer will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment - this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers. A student may not be offered a place for enrolment if the Australian Institute of Science and Technology (AIST) is not able to support the student in the course. An LLN assessment may be conducted for students to identify the level of support required. (Only leave this in for students if routine LLN assessments are not part of the enrolment process.) 	<p>Administration Team & Compliance Manager</p>
<p>Language, literacy and numeracy assessments (domestic students)</p> <ul style="list-style-type: none"> Students are 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 Educator 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>Compliance Manager</p>



Procedure	Responsibility
<p>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 Educator. - Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the Educator. - Adjustments to the way training resources are accessed or provided. - Adjustments to the way assessments are to be conducted or extra time for assessments. - Linking with additional resources in the community <p>Orientation for international students</p>	<p>Compliance Manager</p>
<ul style="list-style-type: none"> • Provide an orientation on the first day of the course to international students about adjusting to life and study. The orientation will include as a minimum the following information: <ul style="list-style-type: none"> - support services within Australian Institute of Science and Technology (AIST) available including services to assist students to meet course progress and attendance requirements Include details of services that can be provided e.g. one to one support from trainer, study groups, - Welfare-related support services (no cost and where the student is referred to an external service, there is no cost for the referral), including that these services are provided at no cost Include detail as access to a counsellor contracted by organisation, referral to external services - list services.. - Contact details for Australian Institute of Science and Technology (AIST)'s point of contact for support - Details of legal services that students may access - Information about and contact details for emergency and health services - facilities and resources available on campus - complaints and appeals processes; and - Information on visa conditions relating to course progress and attendance. 	<p>Compliance Manager Student Support Services Officer</p>



Procedure	Responsibility
<ul style="list-style-type: none"> Remind students that the information provided at orientation is included in the Student Handbook. Where a student commences their course after the first day of orientation, provide the student with a one to one orientation. 	
<p>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>Compliance Manager</p> <p>Student Support Services Officer</p>

8. Reasonable adjustments

Refer Clause 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>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. Assessors can refer to this guide for further information about how and when to make reasonable adjustments http://vetinfonet.dtwd.wa.gov.au/Resourcesandlinks/Documents/Publications/7 Reasonable Adjustment 2nd ED.gdf When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the Disability Standards for Education 2005. https://education.gov.au/disability-standards-education Where a reasonable adjustment is made to assessment, this should be documented in the Assessment Record Tool. 	<p>Educators/Compliance Manager</p>

9. Practical placements

Refer Clause 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>Workplacementarrangements</p> <p>AIST offers 2 types of work placement arrangements:</p> <ol style="list-style-type: none"> Clinical Placements - Those designed to meet the requirements ANMAC for the IRONs and the RTP and those offered at Diploma of Nursing. Practical Placements- Those offered for VET Programs at certificate III or IV level placements This policy outlines the approach taken to or the Certificate III or IV level courses. 	<p>Compliance Manager</p>



Procedure	Responsibility
<p>Approved Employers</p> <p>AIST only uses approved host employers to ensure:</p> <ul style="list-style-type: none"> • The Host employer always has the resources to supervise the student • Meet required WHS standards as determined by AIST site visit • Have a commitment to learning and developing the skills of the student • Know and agree to their obligations to the participant and those of AIST as set out in the Practical Placement Agreement. • Meet specific requirements e.g. Working with Children Check, has registered businesses, has the appropriate operating licenses (if applicable). <p>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.</p> <ul style="list-style-type: none"> • 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 Australian Institute of Science and Technology (AIST) 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>Monitor practical placements</p> <ul style="list-style-type: none"> • Practical placements usually involve several visits to the workplace by the Educator 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: <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 participation of the student. - The student is showing up for their work placement shifts at the right time. - The details of the work placement are being recorded properly. 	<p>Educator</p>



Procedure	Responsibility
<ul style="list-style-type: none"> The workplace is fulfilling their requirements by supporting the student and providing appropriate feedback to Australian Institute of Science and Technology (AIST) about the student's skills and achievements. 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>Insurance</p> <p>AIST holds insurance for all students on placement.</p> <p>If a student is injured during practical placement and wants to claim compensation AIST will assist the student to complete an injury claim form.</p>	
<p>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 Australian Institute of Science and Technology (AIST) on a regular basis through <i>Host Workplace Visit Surveys</i>, the <i>Quality Indicator Employer Satisfaction Survey</i> and <i>Host Workplace Exit Survey</i> - to be collected in line with the <i>Feedback Procedures</i>. 	Educators

10. Conducting assessments

Refer Clauses 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
<p>Planning Assessment</p> <ul style="list-style-type: none"> The assessor must ensure that the Policy and Procedures for Developing Assessment Tools has been followed. 	Educator
<p>Informing students for assessment requirements</p> <ul style="list-style-type: none"> Assessor, in the first of delivery of each unit or cluster, must provide students a <u>Unit Outline</u> which includes the following details: <ul style="list-style-type: none"> ✓ Expected Learning outcome ✓ Assessments requirements (performance criteria, performance evidence, knowledge evidence, assessment conditions etc.) Assessor, in the first day of delivery of each unit or cluster, must also provide <u>Student Assessment Tool</u> which includes the following details: <ul style="list-style-type: none"> ✓ Assessment task name and number of how many tasks within the unit ✓ Assessment task type ✓ Unit record of outcome sheet 	Educator



Procedure	Responsibility
<ul style="list-style-type: none"> ✓ Instructions to students, (assessor must go through the instructions with students) <ul style="list-style-type: none"> - Understanding the competency-based assessment system - Assessment Recourses - Assessment Submission Requirements - How many attempts are permitted - Practical Assessment Tasks - Assessment Due Date - How to submit assessments - Assessment Marking and Feedback - Extensions and Deferred Assessment - Assessment Appeals - Reasonable Adjustment - RPL - Academic Misconduct; Plagiarism, Cheating and Collusion in Assessment ✓ Assessment Submission Sheet (for students) ✓ Assessment Submission Record (for assessor) ✓ Time allowed for each assessment task ✓ Where each assessment task will take place ✓ Equipment provided or allowed ✓ Individual or group work ✓ Context and conditions of assessment ✓ Documents to submit ✓ How to present assessment ✓ Assessment Outcome Sheet for each task 	
<p>Conducting Assessment</p> <ul style="list-style-type: none"> • Where more than one person conducts assessment in a unit of competence then these assessors must meet on a regular basis for the purpose of assessment moderation where they will discuss and define assessment benchmarks • Assessors must review the assessment requirements, conditions, context and specific resource requirements detailed in the unit of competence and ensure that they gather evidence and assess under these conditions • Assessors must apply the principles of assessment and the rules of evidence when assessing students. • Assessors must use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback. • Assessors must make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics. 	<p>Educator</p>



Procedure	Responsibility
<ul style="list-style-type: none"> Assessors must address any workplace health and safety (WHS) risk to a person or equipment immediately. The assessor must make the assessment decision in line with agreed assessment procedures and according to the marking guide and if created, the rubric. The Assessor must record the assessment outcomes promptly and accurately. 	
<p>Providing Student Feedback</p> <ul style="list-style-type: none"> Feedback must be provided to students once assessment have marked (assessments are required to be marked within two weeks upon receipt unless there are special circumstances). Feedback should be <ul style="list-style-type: none"> ✓ Timely ✓ Encouraging ✓ Offering suggestions for improvement Feedback must acknowledge the progress students have made towards achieving the learning outcomes of a unit. Feedback gives students affirmation of what has been completed well and possible directions for future development The marked assessment tool with feedback is suggested to be provided to students through email with supplementary oral feedback to be provided to students face to face. <ul style="list-style-type: none"> ✓ If the submitted assessment is deemed competent, the email content can be: <i>Congratulations! You are deemed competent in this unit of competency. Please refer to the attached marked assessment for more details of feedback.</i> ✓ If the submitted assessment is deemed Not Yet Competent, the email contact can be: <i>We are sorry to inform you that you are deemed Not Yet Competent for this unit of competency. Please refer to the attached marked assessment for more details for the areas you have to improve. Please make correction and make your 2nd submission within 7 days.</i> ✓ If the unit is from Community Service Package and placement is mandatory. When the theory & simulation are deemed satisfactory, the email content can be: <i>Congratulations! You have completed the theory & simulation components of the unit of competency satisfactorily. No further work is required for this part. However, you have to do the work placement in order to be deemed competent in this unit of competency at the end of your course.</i> 	Educators



Procedure	Responsibility
<p>Updating results and store assessments</p> <ul style="list-style-type: none"> • Student Support officer must update the result in a timely basis in aXcelerate according to Trainer's weekly report of "Summary of Assessment Results" and store electronic assessment in both aXcelerate and student's E-folder. If hard copy of assessment is provided, it must be scanned and store in both aXcelerate and student's E-folder. • The name of the assessment stored must follow this format: Student ID-Surname-Unit Code" e.g. 1567-SMITH-BSBMKG516" • Then the student's Assessment Outcome Checklist must be updated • Student support officer makes sure each result updated in aXcelerate must be accompanied by a corresponding marked assessment. If not, confirm with the assessor and inform Compliance Manager if the issue cannot be solved. 	<p>Student Support Officer</p>
<p>Re-submission</p> <ul style="list-style-type: none"> • Students have up to three attempts per assessment task to achieve a Satisfactory outcome. Third attempt results in a fee of \$250. • Resubmission outcomes should follow the same process for feedback and recording as outlined above. • If a student has attempted a task three times but hasn't achieved a Satisfactory outcome after the third attempt, the student must re-enroll in the unit or module and undertake further 	<p>Educators</p>

11. Recognition of Prior Learning

Refer Clause 1.12 of Standard 1 and National Code 2018 Standard 2

Procedure	Responsibility
<p>Student applies for RPL</p> <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 organization, 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 	<p>Student/ RPL Candidate</p>



Procedure	Responsibility
<p>Educator who will be made available to them Australian Institute of Science and Technology (AIST).</p> <ul style="list-style-type: none"> The student should then return the completed self-assessment along with the <i>RPL Application Form</i>. 	
<p>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 decide for first interview. The Assessor may request further information from the Student at this stage. 	Assessor
<p>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
<p>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. 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. 	Assessor
<p>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



Procedure	Responsibility
B. Gather feedback <ul style="list-style-type: none"> Feedback is collected from each RPL candidate using the <i>RPL Candidate Feedback Survey</i>. 	Assessor

12. Plagiarism, cheating and collusion

Refer Clause 1.8 of Standard 1

Procedure	Responsibility
Dealing with academic misconduct <ul style="list-style-type: none"> Where an Educator believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Compliance 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 student's work Copy of material from the internet or textbooks The Compliance Manager and Educator will then address this with the student by asking them to respond to the allegation and provide an explanation. The Compliance Manager and Educator 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. 	Educator & Compliance Manager

13. Records of assessment

Refer Clause 1.8 of Standard 1

Procedure	Responsibility
Keep records of assessment <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 in both AXcelerate and Student E-folders 	Educator & Compliance Manager