


AAPoly Policy and Procedure



Doc #: PP - 1.8		Assessment (VET)	
Standards: 1 and 2	NC: 8 and 11		
Rev #: 8		Approved By: VET Operations Manager	Date: 13/09/2023

REVISION HISTORY			
Rev	Description of Change	Author	Effective Date
7	Moderation, RE Grade, sufficient evidence requirements, re-assessment, group assessment are reviewed.	PEO	01/01/2019
8	Supersedes the Vocational Education and Training Assessments Policy and Procedure adopting ACA's policy and procedure <ul style="list-style-type: none">• Updated definitions: Added re-submission, nested course, standalone course, academic misconduct.• Added roles/responsibilities: Course Coordinator, General Manager, Compliance Manager in assessment process.• Updated Section 5.24 (Re-assessment) with timeframes, aligned with annual reporting.	Compliance Officer	13/09/2023

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Purpose

1.1 This policy and procedure is to ensure that the College's assessment procedure meets the requirements of all relevant endorsed Training Packages and outcomes specified in accredited courses.

1.2 This document outlines the College's assessment practices and ensures that they are consistent with guidelines and policies issued through state and national training authorities and assessment criterion contained within the relevant National Training Packages.

2.0 Scope

2.1 This policy and procedure applies to all qualifications and units of competency listed under the College's scope of registration and all staff involved in the design, implementation, documentation and recording of assessment tasks and evidence.

2.2 This policy and procedure specifically covers:

- Nationally registered VET courses and accredited training provided by the College or its contractors.
- Skills Recognition assessments conducted by the College.

2.3 It provides guidelines for the College and its assessors to:


- Ensure regulatory compliance with the Standards for Registered Training Organisations (RTOs) 2015 along with relevant federal and state legislations and regulations.
- Establish and implement standardised and systematic process for managing the Colleges' assessment processes.
- Uphold student services standards and promote the principles of access and equity.

3.0 Definitions


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

3.2 Assessment Tool – Assessment components which include the context and conditions for the assessment, the tasks to be administered to the learner, an outline of the evidence to be gathered from the learner and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

3.3 Re-submission – For the purpose of this policy and procedure, the term 're-submission' pertains to the act of resubmitting assessments during the designated academic term and before the specified deadline.

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- 3.4 Assessment System** – Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
- 3.5 Assessor** – A qualified person who assesses a learner’s competence and has the necessary competencies and the currency outlined in the Standards for RTOs. An assessor must hold current industry skills and have the relevant credentials or curriculum qualifications.
- 3.6 Quality Assessment** – Refers to the systematic collection and evaluation of evidence to ensure fair, valid, reliable, and authentic assessment of a learner’s knowledge, skills, and competencies. It is conducted in accordance with established standards and best practices within the RTO and focuses on upholding the Principles of Assessment and the Rules of Evidence.
- 3.7 Unit of Competency (UoC)** – A unit of learning in a vocational qualification and includes assessment requirements, conditions, contexts and the specification of the standards of performance required in the workplace as defined in a training package.
- 3.8 Nested Course** – Refers to a structured sequence of qualifications where each qualification serves as a prerequisite for the subsequent higher-level qualification. This means that learners must complete the lower qualification before progressing to the higher one. For the purpose of this policy and procedure a nested course is also called a ‘Single CoE’ course where multiple qualifications are issued as one CoE.
- 3.9 Standalone Course** – An individual qualification that is not part of a nested structure. Standalone courses can be offered independently, allowing students to enrol in and complete them without any prerequisite qualifications. In the context of the Issuance of AQF Certification Policy and Procedure. This is also referred to in this policy and procedure as a ‘Multiple CoE’ course.
- 3.10 Training Package** – Training package refers to a set of qualifications for a defined industry, occupational area or enterprise endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages.
- 3.11 Statement of Attainment** – A certification issued to a student in recognition that the student has achieved learning outcomes in one or more accredited units. These units may form part of one or more qualifications.
- 3.12 Academic Misconduct** – Inappropriate behaviours including but not limited to cheating in exams or other assessments, resorting to contract cheating which involves tasks like ghost-writing or outsourcing academic assignments, committing plagiarism, participating in collusion, and engaging in improper collaboration when preparing designated assessment tasks. Academic misconduct also encompasses deliberate acts of non-compliance with assessment and workplace policies and procedures, which includes intentionally disregarding assessment and workplace instructions provided by the trainer/assessor or supervisors.


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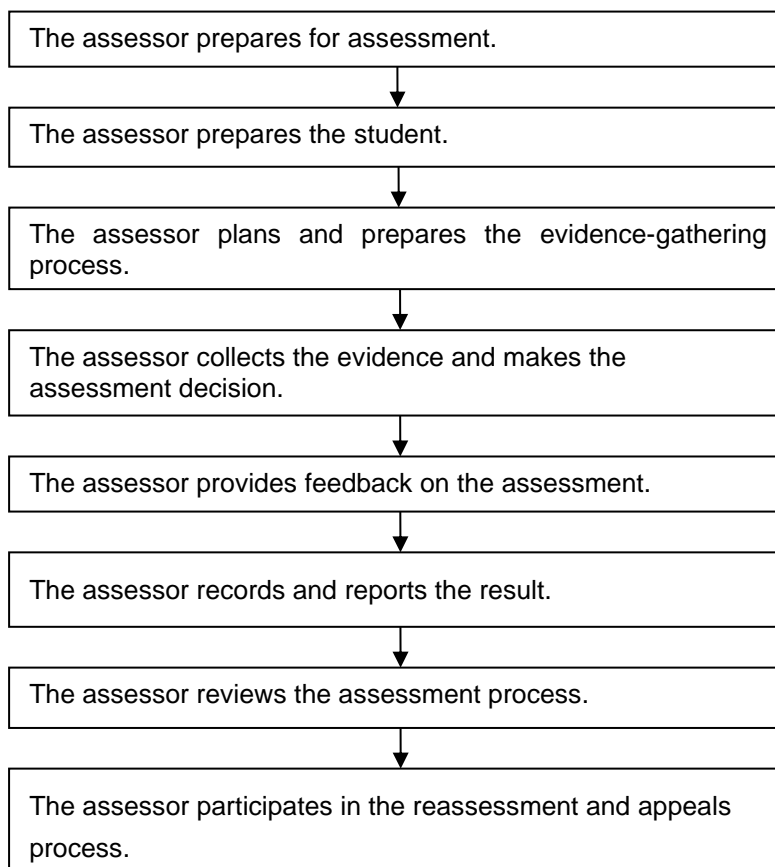
4.0 Responsibilities

- 4.1 Assessor** – Prepares for assessment following the principles of assessment (validity, reliability, flexibility and fairness) and plans and prepares the evidence-gathering process. Collects the evidence following the rules of evidence (sufficiency, validity, authenticity and currency) and makes the assessment decision. Provides feedback on the assessment and records and reports the results. Reviews the assessment process and participates in the reassessment and appeals process.
- 4.2 Course Coordinator (CC)** – Directly responsible for overseeing specific VET courses and plays a vital role in implementing the course progress policy for their assigned courses and work closely with trainers/assessors to ensure student’s academic progress is monitored effectively. Course Coordinators are responsible in ensuring that all assessment results are finalised and published in compliance with the timeframes set in this policy and procedure.
- 4.3 General Manager, Vocational (International)** – Holds executive oversight of the implementation of this policy and is responsible for ensuring its compliance across all VET courses. Works closely with the Course Coordinators along with the Compliance Manager to assess the policy’s effectiveness and make any necessary improvements.
- 4.4 Compliance Manager** – Conducts regular monitoring and audits to assess the organisations adherence to the course progress policy and procedure and collaborates with the General Manager, International (VET) to update the policy accordingly providing insights into areas of improvement and suggest corrective actions as needed.

5.0 Procedure

5.1 Process Flow Chart (Assessment)

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5.2 Flowchart Details (Assessment)

5.2.1 Preparing for Assessment

The assessor prepares for the assessment by:

- Establishing the context and purpose of the evidence to be collected.
- Identifying and analysing the units of competency, training package and the College assessment strategy to identify the evidence requirements.
- Reviewing the assessment tools to ensure they are current and adequate for meeting the principles of assessment and the rules of evidence.

5.2.2 Meeting Schedule with the Student

The assessor arranges a meeting with the student to:

- Explain the context, purpose, and process of the assessment.
- Clarify the units of competency to be assessed and the evidence to be collected.
- Outline the assessment procedure and the student preparation requirements, addressing any questions.

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- Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes.
- Seek feedback from the student ensuring their understanding of the units of competency, evidence requirements and the assessment process.
- Determine the student’s readiness for assessment and, in consultation with the student, decide on the time and place of the assessment.

5.2.3 Planning and Preparing the Evidence-Gathering Process

The assessor plans and prepares for the evidence-gathering process by:

- Developing a plan to gather sufficient, high-quality evidence of the learner's consistent performance in order to make the assessment decision.
- Sourcing or developing assessment materials to facilitate the evidence-gathering process.
- Organising necessary equipment or resources required to support the evidence-gathering process.
- Coordinating and briefing other personnel involved in the evidence-gathering process.

5.2.4 Collecting Evidence and Making the Assessment Decision

The assessor must:


- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility.
- Ensure that the assessment evidence is demonstrated or gathered according to the assessment context within the unit of competency.
- Collect appropriate evidence and match compatibility to the elements, performance criteria, performance and knowledge evidence in the relevant units of competency;
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency.

5.2.5 Providing Feedback on the Assessment

The assessor provides feedback to the learner about the assessment outcomes by providing:

- Clear and constructive feedback on the assessment decision.
- Information on how to address any identified gaps in competency revealed by the assessment.
- Opportunity to discuss the assessment process and outcome.
- Information on reassessment and the appeals process if applicable.

5.2.6 Recording and Reporting the Results

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The assessor must:

- Record the assessment outcome according to the policies and procedures of the College.
- Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the College.
- Maintain the confidentiality of the assessment outcome.

5.2.7 Reviewing the Assessment Process

On completion of the assessment process, the assessor must:


- Review the assessment process for its effectiveness, efficiency, and fairness.
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and
- If necessary, suggest to appropriate College personnel ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.

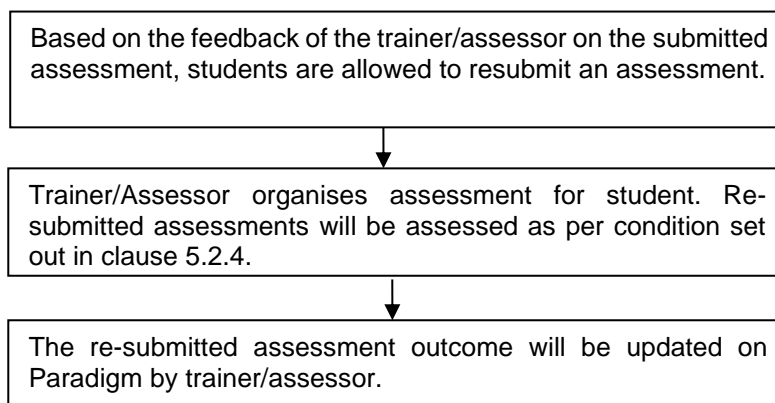
5.2.8 Participating in the Reassessment and Appeals Process

The assessor must:

- Provide the student feedback and counselling, if required, regarding the assessment outcome or process, including guidance on further options.
- Inform the student about the reassessment and appeals process.
- Report any assessment decision that is disputed by the student to the respective CC and the General Manager, Vocational (International).
- Participate in the reassessment or appeals process according to the policies and procedures of College.

5.3 Process Flow Chart (Re-submission)

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5.4 Flow Chart Details (Re-submission)

Students are granted the opportunity to refine and enhance their assessments prior to the stipulated due date at no cost. This window for revision allows students to incorporate improvements based on feedback obtained through consultation with the trainer/assessor. This proactive engagement in the feedback process promotes iterative learning and growth.

- 5.4.1** Based on the feedback of the trainer/assessor on the submitted assessment, students are allowed to resubmit the assessment at no cost.

Note: Opportunity for re-submission of assessment is only available within the term student is enrolled to the subject.


- 5.4.2** Trainer/assessor organises assessment for student who has been granted re-submission. The trainer/assessor will reconsider the work on the basis of assessment criteria described in clause 5.2.4.

- 5.4.3** The re-submitted assessment outcome will be updated on Paradigm by trainer/assessor. Re-submitted assessment will be graded either C or NYC and Final Marks will be entered as 0 or 50 on Paradigm.

5.5 Assessment

5.5.1 The College recognises that assessment is a core service offered to the students and is at the centre of operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of students are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from industry Training Packages or State accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.

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- That assessment is conducted in accordance with the principles of assessment.

5.6 Principles of Assessment

In the delivery of assessment services, the College applies the principles of assessment as defined by the Standards for RTOs (2015). Assessment strategies have been designed to ensure:

5.6.1 Validity - We conduct assessment against the broad range of performance and knowledge identified within each unit of competency and which is integrated with their practical application.

5.6.2 Reliability - We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and for assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors.


5.6.3 Flexibility - We strive to provide assessment opportunities that reflect student's needs. Our chosen assessment strategies provide for recognition of a student's current competence, employ a range of methods appropriate to the context of the industry, the competency, and the student.

5.6.4 Fairness - Our assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

5.7 Benchmarks for Assessment

5.7.1 The College uses units of competency drawn from nationally endorsed industry Training Packages as the primary benchmark for assessment. Supporting this are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

5.7.2 In order to identify the precise assessment criteria, the College apply a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competency and performance criteria, incorporating knowledge and performance evidence information and the assessment context requirements of the unit of competency. This process ensures that the assessment strategies accurately reflect the requirements of the relevant training package.

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5.8 Engagement with Industry

5.8.1 The College is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry bodies will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated within assessments to ensure that students are well prepared for their workplace duties. Further information on industry engagement can be found in the Industry Consultation Policy and Procedure.

5.9 Collecting Evidence that Counts – The Rules of Evidence

In collecting evidence, the College applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

5.9.1 Sufficiency - The College prioritises the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.


5.9.2 Validity – The College collects evidence that is specified in the benchmarks for assessment e.g. industry evidence and detailed assessment of underpinning knowledge.

5.9.3 Authenticity - The College seeks evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge (triangulation). In all instances, where work is submitted external to the College (i.e.; electronically, distance assignments, online) this is to include a signed declaration by the student that they certify that the work as their own.

5.9.4 Currency - The College must be satisfied that the student currently holds the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. The College will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

5.10 Assessment Context

5.10.1 The College recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which performance and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure,

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workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

5.10.2 It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the student’s own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the student’s workplace performing real workplace tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to some qualifications.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within the College facilities.

5.11 Recognition of Prior Learning


5.11.1 In accordance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015, the College provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled. For more information, refer to the College’s Course Credit Policy and Procedure.

5.12 Competence of Assessors

5.12.1 In accordance with the Standards for Registered Training Organisations (RTOs) 2015, all assessors are required to hold the vocational competencies at least to the level being assessed and have the current industry skills relevant to the training and assessment and have current knowledge and skills in vocational area. In addition, trainers and assessors must also have

- Certificate IV in Training and Assessment (TAE40110 or TAE40116), or its successor, or
- a diploma or higher-level qualification in adult education

5.12.2 The College has appropriate systems in place to ensure that all staff members are appropriately qualified to meet the trainer and assessor requirements under the Standards for RTOs 2015.

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5.13 Assessment Validation

5.13.1 Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. The College facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies. Validation should be carried out by an independent validator or validators where independent validators mean those who:

- are not employed or subcontracted by the RTO to provide training and assessment, and
- have no other involvement or interest in the operations of the RTO.

For more information, refer to the College's Assessment Validation Policy and Procedure.

5.14 Assessment Tools


5.14.1 Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages.

5.14.2 It is important for the College staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group.

5.14.3 Staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment.

5.14.4 The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist;
- Simulation exercises or role-plays;
- Project outlines and explanation sheets;
- Workplace templates;
- Written questionnaires;
- Verbal questionnaires;
- Portfolios, for example collections of work samples by the student;
- Product with supporting documentation or journal/log book;
- Workplace samples/products; and
- Industry/workplace evidence reports.

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5.14.5 This list of assessment tools identifies only a small number of assessment tools which are in use in the VET sector today. These are however the more common tools and support holistic assessment methods favoured by the College. Some template assessment tools are available in the Assessment Tools section of this manual. Those not available within this section are to be developed by the assessors according to the identified assessment strategy.

5.15 Assessment Information

5.15.1 Assessment information is the information provided to both students and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a student.


Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how.
- The expected outcomes refer to the 'what' and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the student's preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every student, they should be provided contacts, websites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

5.15.2 The assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across the College operations. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity. Staff are to prepare suitable assessment information for all assessment activities and are to gain approval from the CC and the General Manager, Vocational (International) for the use of assessment resources.

5.16 Collecting Industry Evidence

5.16.1 This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate

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the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by an assessor.

5.16.2 In addition to this, during the development of assessment tools, assessors are to ensure that the observation criteria used within industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from an industry Training Package as these assessment criteria are suitable only for trained and qualified assessors.

5.17 Academic Integrity

5.17.1 Consequences of Academic Misconduct

Students found to have engaged in academic misconduct will receive a zero mark for the assessment task and may be issued a warning letter stipulating that if the misconduct is repeated, further actions will be taken including the possibility of expulsion.

5.17.2 Reassessment Consideration


Depending on the severity of the academic misconduct, students might not be eligible for any form of reassessment.

5.18 Non-Completion of Assessments

5.18.1 Failure to Complete or Submit an Assessment

Students will receive a zero mark and will result in “Not Yet Competent” designation within the competencies associated with the assessment the following circumstances:

- **Missed Formal Assessment:** In cases where a student is unable to participate in a scheduled formal assessment.
- **Incomplete Assessment Due to Early Departure:** If a student attends an assessment but is compelled to leave before the allocated time elapses.
- **Performance Impairment:** If a student completes an assessment but believes their performance was compromised.
- **Difficulty in Assessment Completion:** Instances where a student faces challenges in fully completing an assessment.
- **Failure to Submit an Assessment:** Instances where a student does not submit an assessment by the due date.
- **Incomplete Sections Submission:** If a student submits an assessment but fails to complete all required sections.

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- **Failure to Attempt an Assessment:** When a student does not make an effort to attempt the assessment at all.

5.18.2 Consideration for an Alternative Assessment

Recognizing that students may encounter circumstances beyond their control, the College understands the potential impact of unforeseen circumstances on a student's ability to engage with assessments in a timely manner. Compassionate and compelling reasons, such as medical or health issues, unexpected events like natural disasters or accidents, which are beyond the student's control, may disrupt their assessment progress. Should such circumstances arise, substantiated by appropriate supporting evidence, students are encouraged to apply for alternative assessment arrangements or special consideration. It is important to note that reasons related to work emergencies are generally not deemed as valid.

5.18.3 Criteria for Consideration

For a student's situation to be considered, they must:

- inform the College as soon as is practicable and no later than two working days after the assessment; or
- inform the supervisor at the time, if they attempted any part of the assessment;
- and provide external independent evidence of the illness or misadventure in the form of a doctor's certificate from a registered medical practitioner or a Police Report or any other documented evidence that will support their application.


5.19 Assessment and Grading

5.19.1 In addition to performance in assessments, other factors taken into consideration include class participation and a positive attitude demonstrated by a sense of cooperation, tact, enthusiasm and flexibility, all of which are encouraged by the College.

5.20 Competency-Based Assessment

5.20.1 Each assessment component is recorded as either Competent (C) or Not Yet Competent (NYC). A student can only achieve competence when all assessment components listed under Purpose of the assessment section are Competent. The trainer and assessor will provide student with feedback after the completion of each assessment. A student who is assessed as NYC (Not Yet Competent) is eligible for re-assessment within a specified timeframe in this policy.

5.21 Late Assessment Submission

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5.21.1 Assessments will not be accepted after two weeks of the due date. No assessment will be accepted after week 9. After week 9 the student will be deemed to have failed the subject. Students who have compelling reasons for late submission should apply for an extension in advance or as soon as practicable.

5.22 Re-enrolment

5.22.1 Students may be granted the opportunity to re-enrol in a previously failed subject however is limited to a maximum of one re-enrolment, . The feasibility of re-enrolling is contingent upon both the availability of the subject in a study period and potential approval from the CC.

5.23 Deferred Assessment

5.23.1 The CC will have the discretion to accept or reject an application for Special Consideration for deferral of assessment(s). Such Special Consideration may be granted to students facing compelling or compassionate circumstances such as illness or other extenuating causes, which are substantiated with relevant documentation.

5.24 Re-assessment


5.24.1 Reassessment Eligibility and Timeframe

The academic progress of students is subject to continuous monitoring throughout each term as outlined in the Course Progress Policy and Procedure. Students who fail in certain units are granted a reassessment opportunity to rectify the failed subject and successfully complete the course. Reassessment opportunities are offered every term and remain accessible until the allowable reassessment period for the current course being studied.

However, there are instances where the failure of prerequisite units necessitates reassessment for progression to the next term. Similarly, if a failed subject or the accumulation of failed subjects impedes progression to the subsequent term, reassessment becomes essential and should not be deferred until the student's final term.

By the onset of the student's final term, a proactive email reminder will be sent, prompting them to address any outstanding failed subjects actively. This measure is designed to encourage students to engage in assessments and fulfill all requirements for successful course completion.

In rare circumstances where the stipulated four-week reassessment duration in the final term prove inadequate for a student to rectify their academic standing, the CC may suggest an extension of the Confirmation of Enrolment (CoE) to accommodate the student's academic needs effectively instead of a standard reassessment.

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These circumstances should be accompanied by compelling or compassionate reasons. Such decisions will be made in accordance with established policies and guidelines, ensuring fair and equitable treatment of all students.

5.24.2 Reassessment Period for Students in Their Last Term

Students in their final academic term, who have encountered failed subjects, shall be granted a designated reassessment period of four weeks, commencing from the date of publication of the final term's results. During this timeframe, students are expected to coordinate with the CC to arrange and fulfill the mutually agreed intervention plan.

The 'final term' refers to the last study term within a standalone course or within a nested course structure. Students enrolled in a packaged course will still follow the reassessment period of four weeks for each individual courses unless the courses are nested in the packaged course.

In order to streamline certification procedures, maintain administrative efficiency, and meet reporting obligations, specifically the AVETMISS report, the deadline for students to submit reassessments following the official conclusion of their course will be set as the last business day of the fourth week subsequent to the publication of results.

This policy ensures that students in their last term have an adequate opportunity to address any academic deficiencies through reassessment while adhering to a well-defined timeframe that facilitates the certification and reporting process.

Requests for further extensions will be reviewed on a case-by-case basis considering only exceptional circumstances.


5.24.3 Reassessment Attempts

Students may be granted the opportunity for a maximum of three reassessment attempts for each subject. These reassessment attempts shall be scheduled within the prescribed training plan, or they may be arranged through alternative means, subject to mutual agreement between the student and the assessor.

The reassessment attempts will be conducted with due diligence and in accordance with the established guidelines and assessment criteria.

5.24.4 Alternative Reassessment Arrangements

In rare circumstances where students find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled training plan, alternative arrangements may be agreed upon. These arrangements would allow the student to undertake additional learning in their own time and return for additional assessment at a time suitable for the College. The scheduling of these additional assessments will be done in coordination with the College during periods of reduced

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training activity or when planned assessments are occurring, and it is convenient to facilitate the additional assessment for the student. Alternative reassessment arrangements, however, cannot go beyond the allowable reassessment period after the student's final term.

5.24.5 Reassessment Fees

In most courses, the reassessment fee is \$100 per subject.

For ICT courses, the fees are structured as follows:

- ICT Certificate IV: \$100
- ICT Diploma: \$200
- ICT Advanced Diploma: \$300

Additionally, for practicals, the reassessment fee is set at \$200 per subject.

5.24.6 Reassessment Communication and Submission

An email will be sent by the respective trainer or CC or designated officer to inform the student of the details of the reassessment using the Reassessment email template. Communication records and/or the final results summary must be updated in the Paradigm.

Completed reassessments must be submitted to the relevant trainer or CC and must be signed and dated by the student. Additionally, the student must submit a soft copy of the assessment to the relevant reassessment email address.

5.24.7 Reassessment Results

The Trainer/Assessor or CC will submit the reassessment results via email to the Student Services (SS) department or designated officer. All the results must be updated on Paradigm within 14 working days of the reassessment submission or of the allowable reassessment period after the student's final term and students must be given access to the paradigm at least until the third week after the end of the term or until a suitable time to ensure their access for result viewing. SS will also notify student on the outcome of the reassessment.


Note: Assessment must be current and valid.

5.25 Appeals against assessment outcomes

Refer to the College's Complaints/Appeals Policy and Procedure for further details.

6.0 References

6.1 Training and Assessment Strategy Policy and Procedure

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- 6.2 Assessment Validation Policy and Procedure
- 6.3 Access and Equity Policy and Procedure
- 6.4 Course Credit Policy and Procedure
- 6.5 Complaints and Appeals Policy and Procedure
- 6.6 Issuance of Certification Documentation Policy and Procedure
- 6.7 Direct Supervision of Training Staff Policy and Procedure
- 6.8 Student Handbook
- 6.9 Trainer and Assessor Profile and PD Portfolio
- 6.10 Course Credit Application Form
- 6.11 Skills Recognition Tool Kit
- 6.12 Validation and Moderation of Assessment Tool Template
- 6.13 Standards for Registered Training Organisations (RTOs) 2015

7.0 Appendices

- 7.1 Assessment Matrix Template
- 7.2 Assessment Tools Template
- 7.3 Unit Guide for Students Template
- 7.4 Unit Guide for Trainers Template
- 7.5 Re-assessment Form
- 7.6 Re-assessment Email Template