

TA2: Training and Assessment Policy & Procedures

Contents

Purpose	1
Definitions	2
Policy	4
1. Delivery of quality training.....	4
2. Training and Assessment Strategies and industry consultation.....	4
3. Assessment principles	4
4. Assessment documentation.....	5
5. Submission, feedback and re-assessment.....	5
6. Practical placements.....	5
7. Assessment appeals.....	6
8. Recognition of Prior Learning (RPL).....	6
9. Student plagiarism, cheating and collusion	6
10. Arrangements with third parties to deliver training and assessment.....	6
11. Record keeping.....	6
12. Feedback and improvements	6
Procedures	8
1. Classroom Training.....	8
2. Record-keeping	9
3. Student support	10
4. Reasonable adjustments	11
5. Practical placements.....	11
6. Conducting assessments.....	12
7. Recognition of Prior Learning (RPL).....	14
8. Plagiarism, cheating and collusion	15
9. Breaches of the Student Code of Conduct.....	16
Document Control.....	16

Purpose

The purpose of this policy and procedure is to outline the approach taken by ICAN Learn 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 training and assessment are responsive to industry and student needs and meet the requirements of the qualifications and courses provided.

TA2: Training and Assessment Policy & Procedures

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 recognised qualification, unit of competency, skill set or short course delivered by the RTO

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.

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 student'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 student's needs.</p> <p>The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual student by:</p> <ul style="list-style-type: none">• reflecting the student's needs;• assessing competencies held by the student 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	Any assessment decision of the RTO is justified, based on the evidence of performance

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

TA2: Training and Assessment Policy & Procedures

of the individual student. Validity requires:

- 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 student could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of student 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 RTO.

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package 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 Organisations².

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 student 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 student's competency
Authenticity	The assessor is assured that the evidence presented for assessment is the student'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.

SRTOs means the Standards for RTOs – refer to definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) from the VET Quality Framework

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/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

³ Definitions quoted from ASQA as above.

TA2: Training and Assessment Policy & Procedures

Policy

1. Delivery of quality training

- ICAN Learn 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 sufficient to meet the numbers of students enrolled with the RTO.
 - Providing training resources that are accessible to students regardless of their location or mode of delivery.
 - 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 RTO's *Skilled Trainers and Assessors Policy and Procedures*, who are able to deliver the Courses on the RTO's scope to the number of students enrolled with the RTO.
 - Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

2. Training and Assessment Strategies and industry consultation

- In line with ICAN Learn's *Course Development and Review Policy and Procedure*:
 - ICAN Learn engages effectively 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.
 - A comprehensive *Training and Assessment Strategy* is developed and implemented for each Course on ICAN Learn's 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.
 - Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
 - Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the road-map to the delivery of each course, in conjunction with ICAN Learn's policies and procedures.
 - Trainers and assessors are provided with the *Training and Assessment Strategy* for each Course they train and/or assess to ensure consistency and compliance with the requirements.

3. Assessment principles

- ICAN Learn 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 the skills and knowledge outlined in the components of the relevant unit of competency or module.

TA2: Training and Assessment Policy & Procedures

- 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.
- To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- ICAN Learn has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further information.

4. 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, ICAN Learn has grouped units of competency or modules together to form a cluster/subject. 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.

5. Submission, feedback and re-assessment

- 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 or not yet competent, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit or module or participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task in written or form from their assessor. This can also be requested to be provided verbally.

6. Practical placements

- Where a student is required to attend a practical placement, ICAN Learn will:
 - Ensure the host employer is aware of, and can meet all of the expectations of being a Host Workplace, are sufficiently equipped to host a student for the relevant Course and understand their obligations.
 - Ensure a Practical Placement Agreement is in place and signed by the student, the Host Employer and the RTO.
 - The original signed Practical Placement Agreement will be kept in the student's file and a copy will go to the Host Employer.

TA2: Training and Assessment Policy & Procedures

- Monitor the placement to ensure that both the Host Workplace and the student are meeting their obligations under the Practical Placement Agreement.
- Ensure the Host Workplace is engaged in the process of training and assessment for the students attending their workplace and have an opportunity to provide feedback on the student's performance, the Course and ICAN Learn.

7. Assessment appeals

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

8. Recognition of Prior Learning (RPL)

- Recognition of Prior Learning is available for all Diploma and Certificate level courses and all students are offered the opportunity to participate in RPL upon enrolment.
- Recognition of Prior Learning is not available for skill sets. These skillsets are for the application of specialist skills and knowledge; ICAN Learn feels an RPL process does not allow the demonstration of this. Students may instead complete a skill set using an assessment only approach where evidence of appropriate prior learning can be demonstrated. Students are still required to complete an RPL process using the toolkit for this process.
- 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.

9. Student plagiarism, cheating and collusion

- Students are expected to complete all assessments ethically and without plagiarism, collusion, cheating or use of / reliance on AI generation programs such as Chat GPT
- 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, the student may be asked to withdraw from the course.

10. Arrangements with third parties to deliver training and assessment

- Any third party delivering training and assessment services on behalf of ICAN Learn are required to deliver them in line with ICAN Learn's policies and procedures and a written agreement will be put in place to outline the roles and responsibilities of each party. Refer to the *Third Party Agreements Policy and Procedure* for further detail.

11. Record keeping

- ICAN Learn will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf. This means that assessments and all related evidence will be kept on file for at least 6 months after the assessment decision has been made.

12. Feedback and improvements

- ICAN Learn 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 Assurance Policy & Procedures* for further details.

TA2: Training and Assessment Policy & Procedures

TA2: Training and Assessment Policy & Procedures

Procedures

1. Classroom Training

Refer

- SRTOs: Clause 1.3 and 1.7

Procedure	Responsibility
<p>A. 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, additional resources etc. Supporting materials will be outlined on the plan. • 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. • Trainers should provide feedback for improvement to session content and materials. 	<p>Trainer/Assessor</p>
<p>B. New groups</p> <ul style="list-style-type: none"> • At the first session of a new class group, conduct an induction into the Course. Introduce yourself as the trainer/assessor and provide your contact details. • Introduce the course, how it is structured, expectations of students, placement requirements (if applicable) and homework requirements. • Provide information about ICAN Learn and its policies and procedures including Student Code of Conduct, submitting assessments, assessment due dates, timeframes for assessment, complaints and appeals processes and any other information. 	<p>Trainer/Assessor</p>
<p>C. 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 needs to complete the <i>Attendance Roll</i> record on Vasto. • The trainer should ensure all details on the roll are correct and all students have signed, and then sign it at the bottom. • Students may require individual support during, before and after classes. Trainer is required to provide this individual support, if they are not able to, they must advise the Training Coordinator immediately. Support provided must be documented in the student's file accordingly. 	<p>Trainer/Assessor</p>

TA2: Training and Assessment Policy & Procedures

Procedure	Responsibility
<p>D. 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. • Information on how this is to be set up should be outlined in the TAS. • 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
<p>E. Monitor student progress and participation</p> <ul style="list-style-type: none"> • Each student in caseload must be checked and monitored for progression with support provided where necessary. • All significant student contact via email, phone or online session outside of class to be entered into the Student's Contact Log • Discuss any exceptional or difficult student circumstances with the Training Coordinator or delegate in order to find solutions to the students' progression and support issues. 	Trainer/Assessor

2. Record-keeping

Refer

- SRTOs: Clause 1.8

Procedure	Responsibility
<p>A. Keep accurate records of training and assessment</p> <ul style="list-style-type: none"> • All documents relating to the training and assessment of a student must include their full name or ID, the relevant unit/s (where applicable) and the date to which the record relates, written clearly. • All records relating to training and assessment, including completed student work, must be kept in the student's file for the duration of the student's enrolment. • Ensure the student's file is maintained to show an accurate record of the student's progress and participation. All records relating to visits, assessment, contact and progress should be stored in the file by the trainer/assessor. • ICAN Learn will ensure that for records of assessment will be kept for at least 6 months after an assessment decision has been made. 	Trainer/Assessor
<p>B. Assist with accurate student administration</p> <ul style="list-style-type: none"> • Notify the office promptly of any student withdrawal, cancellation or suspension (at least within 7 days). 	Trainer/Assessor

TA2: Training and Assessment Policy & Procedures

Procedure	Responsibility
<ul style="list-style-type: none"> Collect student forms and documents as instructed and ensure they are completed accurately and provided to the office within 7 days. Follow up on any incomplete training, assessment or administration paperwork as requested to do so by administration team. 	

3. Student support

Refer

- SRTOs: Clause 1.7

Procedure	Responsibility
<p>A. Assessing individual needs</p> <ul style="list-style-type: none"> Review Application or Enrolment Forms 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 interviews or other. The Training 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 RTO is not able to support the student in the course. 	Administration Team & Training Coordinator
<p>B. Language, literacy and numeracy assessments</p> <ul style="list-style-type: none"> Students will be required to complete an LLN assessment or provide proof of Diploma level or higher certification as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered. There are different LLN assessments depending on the level of qualification being applied for. 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. 	RTO Operations Manager or Training Coordinator
<p>C. 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. 	Training Coordinator or Trainer/Assessor

TA2: Training and Assessment Policy & Procedures

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

4. Reasonable adjustments

Refer

- SRTOs: Clause 1.7 and 1.8

Procedure	Responsibility
<p>A. 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 https://www.velgtraining.com/library/files/Reasonable%20Adjustment.pdf • 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 <i>Assessment Record Tool</i>. 	Trainer/Assessor

5. Practical placements

Refer

- SRTOs: Clause 1.7 and 1.8

Procedure	Responsibility
<p>A. 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 ICAN Learn 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. 	Training Coordinator or Trainer/Assessor

TA2: Training and Assessment Policy & Procedures

Procedure	Responsibility
<ul style="list-style-type: none"> – Meets workplace health and safety requirements. • Ensure the workplace has the relevant Course Outline and <i>Learning in the Workplace Guide for Organisations</i>. • A <i>Learning in the Workplace Agreement</i> is to be completed between the student, the workplace and ICAN Learn 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>B. Monitor practical placements</p> <ul style="list-style-type: none"> • 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 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. – The workplace is fulfilling their requirements by supporting the student and providing appropriate feedback to ICAN Learn 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. 	Trainer/Assessor
<p>C. 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 RTO in line with the Feedback Procedures. 	Trainer/Assessor

6. Conducting assessments

Refer

- SRTOs: Clauses 1.7 and 1.8

Procedure	Responsibility
<p>A. Preparing for assessment</p> <ul style="list-style-type: none"> • Requirements of assessment for each unit/cluster/skillset are outlined for the student at the start of the assessment and instructions are provided for assessors in the relevant marking guide. • Ensure students are advised of the assessment requirements at the start of 	Trainer/Assessor

TA2: Training and Assessment Policy & Procedures

Procedure	Responsibility
<p>the unit / cluster / skillset</p> <ul style="list-style-type: none"> • Ensure students are advised of relevant due dates for each assessment task if applicable. • Reasonable Adjustments required should be recorded on the plan where relevant. • Ensure you have access to: <ul style="list-style-type: none"> – 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. 	
<p>B. Assess written work and provide feedback</p> <ul style="list-style-type: none"> • Submitted assessment tasks should be assessed within 4 weeks of it being received. • Use the benchmark answers/ marking guide and decision-making rules provided to make the decision. • Provide students with detailed written feedback on the assessment. • If additional questioning to fill gaps is conducted in written tasks to determine competence, this is to be recorded in the Assessment marking notes. 	Trainer/Assessor
<p>C. Recording outcomes</p> <ul style="list-style-type: none"> • 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>D. Re-submission</p> <ul style="list-style-type: none"> • Students have up to three attempts 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 three times but hasn't achieved a Satisfactory outcome after the third attempt, the student must re-enrol in the unit or module and undertake further study. 	Trainer/Assessor

TA2: Training and Assessment Policy & Procedures

7. Recognition of Prior Learning (RPL)

Refer

- SRTOs: Clause 1.12

Procedure	Responsibility
<p>A. Discuss RPL and provide relevant RPL kit</p> <ul style="list-style-type: none"> • Ensure all students are aware that they may apply for RPL. • Upon receiving a student enquiry about RPL discuss prior learning that may relate to the units in the program they are enrolling in considering formal, non-formal and informal learning as described below: <ul style="list-style-type: none"> – <i>formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)</i> – <i>non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and</i> – <i>informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).⁴</i> 	<p>Training Coordinator</p>
<p>B. Candidate completes self-assessment</p> <ul style="list-style-type: none"> • The candidate completes RPL kit against the units/qualification they are seeking RPL for using the instructions included in the tool. • The RPL candidate should then return the completed RPL kit, a copy of their CV and any certified copies of relevant qualifications back to ICAN Learn. 	<p>RPL candidate</p>

⁴ Definition taken from the [User's Guide to the Standards for Registered Training Organisations \(2015\)](http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/appendices/appendix-1/appendix-1.html): <http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/appendices/appendix-1/appendix-1.html>

TA2: Training and Assessment Policy & Procedures

<p>C. Conduct assessment of each unit of competency</p> <ul style="list-style-type: none"> • Review the information supplied by the student each unit of competency using the submitted RPL Kit. • Where necessary: <ul style="list-style-type: none"> – Contact the contact the third party person to discuss anything that requires further clarification. – Contact the candidate’s professional referees to discuss the candidate’s workplace competency (where required). – Ensure outcomes are summarised in the RPL kit. • On completion of assessment, the RPL kit must be returned to the candidate’s file for archiving. • Advise the candidate of the outcome for each unit RPL was applied for. 	<p>Training Coordinator / Executive Officer</p>
--	---

8. Plagiarism, cheating and collusion

Refer

- SRTOs: Clause 1.8

Procedure	Responsibility
<p>A. Dealing with academic misconduct</p> <ul style="list-style-type: none"> • Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Training Coordinator 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 Coordinator and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation. • The Training Manager and Trainer/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. 	<p>Trainer/Assessor & Training Coordinator</p>

TA2: Training and Assessment Policy & Procedures

9. Breaches of the Student Code of Conduct

Procedure	Responsibility
<p>A. Dealing with non-academic/general misconduct</p> <ul style="list-style-type: none"> Where a staff member is either informed of or witnesses a student in breach of the Student Code of Conduct raise the concern with the student directly (if appropriate) or ask the Trainer/Assessor or Training Coordinator to raise the concern with the student. Where a student is unable or unwilling to redress the problem, invite them to attend a disciplinary action meeting with parties of their choice and any other parties involved in the incident. Ensure written invitation and all records of interactions are stored in the student file. Where behavior continues or a student fails to participate in disciplinary actions, notify the Executive Officer. The Executive Officer may decide the student's enrolment poses an unfair, unsafe or high risk situation and decide to withdraw the student from their course. Record details of the actions taken and decisions made in the students file. Notify the student/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision. 	Trainer/Assessor & Training Coordinator

Document Control

Document No. & Name:	TA2 - Training and Assessment P&P V2.4 (ID 34)
Quality Area:	TA Training and Assessment
Author:	RTO Advice Group Pty Ltd
Status:	Approved
Approved By:	Paul Rankin (RTO Operations Manager)
Approval Date:	13/11/2023
Review Date:	31/11/2024
Standards (SRTOs):	Clauses 1.1 – 1.8 and Clause 1.12