

Assessment Policy

1. Purpose

1.1 To ensure the Australian College of Management and Innovation (ACMi) has an implemented system to ensure assessments:

- 1.1.1 Comply with the assessment requirements of the relevant training package;
- 1.1.2 Are conducted in accordance with the Principles of Assessment and Rules of Evidence; and
- 1.1.3 Provide clear instructions for both Students and Assessors.

2. Related Documents

Trainer Guide
International Student Handbook
Pre-Departure Student Handbook
Relevant Training Package
Unit Outcome Agreement
Recognition of Prior Learning/ Credit Transfer Policy
Relevant Training and Assessment Strategy (TAS)
Course Progress Monitoring Policy
Intervention Policy

3. Relevant Legislation

ESOS Act 2000
National Code 2018
NVR ACT 2011
Standards for Registered Training Organisations 2015
SMIPA Framework (2015)

4. Scope

This policy and procedure apply to all courses offered by ACMi. All Trainers and Assessors must comply with this policy whenever they are engaged in any aspect of the assessment process

5. Responsibility

5.1 The CEO is responsible for the implementation of this Assessment Policy.

5.2 Assessors, in consultation with the CEO are responsible for ensuring that College materials and judgement tools are designed and developed to meet:

- 5.2.1 The relevant training package requirements, and
- 5.2.2 The principles of assessment, and
- 5.2.3 The Rules of Evidence.

5.3 The CEO in consultation with the Compliance staff are responsible for the development and maintenance of the College assessment system; the training of relevant staff specifically regarding the content of this policy, and compliance monitoring practices.



6. Definitions

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| ACMi | Australian College of Management and Innovation |
| Assessments | the action of assessing someone or something including visually or in written form |
| Assessment criteria | statements that provide Students and instructors with information about the qualities, characteristics, and aspects of a given learning task |
| Assessment items | A questionnaire, a test or any other activity used to evaluate whether a student has achieved the objectives that have been established |
| Competency | the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. |
| Disability | a disadvantage or handicap, especially one imposed or recognized by the law |
| Formative Assessment | Monitors a student's learning to provide ongoing feedback that can be used by trainers to improve their delivery and by students to improve their learning and understanding |
| Summative Assessment | Evaluates a student's knowledge and skills at the end of delivery of a unit by comparing the students' knowledge and performance against the assessment requirements and the benchmark |
| Unit of Competency | A Unit of Competency is the smallest component of a Training Package that can be assessed and recognized. It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function. |

7. Policy

7.1 ACMi recognizes that well-designed and correctly implemented assessments are a prerequisite for successful outcomes. Therefore, our policy, procedures and assessment resources refer to the terms, definitions and guidelines contained within relevant authorities and organisations publications. ACMi trainers and assessors are required to be familiar with the following publications and their content:

- 7.1.1 The Education Services for Overseas Students (ESOS) Act 2000, (ESOS ACT 2000)
- 7.1.2 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- 7.1.3 The National Vocational Education and Training Regulator Act 2011
- 7.1.4 The Standards for Registered Training Organisations 2015
- 7.1.5 Australian Qualifications Framework (AQF)
- 7.1.6 The relevant Training Package/Curriculum/Course Framework of all units/courses to be delivered/assessed at ACMi.

7.2 ACMi Trainers and Assessors are provided induction and clarification regarding their being qualified and expected to know, understand and apply the following Principles of Assessment and the Rules of Evidence when undertaking assessment activities on behalf of ACMi.

7.3 Principles of Assessment

7.3.1 Whilst each of the principles of assessment play an important part in their own right, assessment activities should, wherever possible be a holistic which reflects all principles where possible and not elevate the importance of one at the expense of another. Refer to link below, taken from Standards for Registered Training Organisations 2015



7.3.2 Fairness:

7.3.2.1 *The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by ACMi to take into account the individual student's needs.*

7.3.2.2 *ACMi 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.*

7.3.2.3 ACMi meets these requirements by:

- 7.3.2.3.1 accommodating individual student's needs in accordance with the process outlined as part of special considerations and/or reasonable adjustments, contained within this policy;
- 7.3.2.3.2 providing students with a copy of the Assessment Cover Sheet on the first day of each unit of competence, outlining number of assessments and assessment dates, as well as details about how and when assessments should be submitted, including format requirements; (This relates directly to the Assessment Submission Guidelines in the student handbooks)
- 7.3.2.3.3 providing the opportunity for students to appeal assessment results as outlined to students on the Assessment Cover Sheet and in the Student Handbook;
- 7.3.2.3.4 ensuring students have participated in a sufficient number of sessions, and have the required skills/knowledge to be deemed 'assessment ready'. Students who have participated in more than 60% of scheduled classes will be deemed assessment ready.

7.3.3 Flexibility:

7.3.3.1 *Assessment is flexible to the individual student by:*

- 7.3.3.1.1 *reflecting the student's needs;*
- 7.3.3.1.2 *assessing competencies held by the student; and*
- 7.3.3.1.3 *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.*

7.3.3.2 ACMi meets these requirements by:

- 7.3.3.2.1 ensuring students are advised of the RPL and Credit Transfer (CT) processes via the College website, within the College brochure, the student Enrolment Application, and the International Student Handbook, and;
- 7.3.3.2.2 accommodating individual student's needs in accordance with the process outlined as part of special considerations and/or reasonable adjustments.
- 7.3.3.2.3 using a range of appropriate assessment methods, which are reviewed as part of the College Validation process.
- 7.3.3.2.4 providing students with an opportunity to apply for RPL and CT as outlined in the College RPL and CT Policy and Procedures

7.3.4 Validity:

7.3.4.1 *Any assessment decision of ACMi is justified, based on the evidence of performance of the individual student.*

7.3.4.2 *Validity requires:*

- 7.3.4.2.1 *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;*



- 7.3.4.2.2 *assessment of knowledge and skills is integrated with their practical application;*
- 7.3.4.2.3 *assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and*
- 7.3.4.2.4 *judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.*

7.3.4.3 ACMi meets these requirements by ensuring our assessments are regularly validated in accordance with our Validation Schedule. Validation includes both practices and decisions.

7.3.5 Reliability:

7.3.5.1 *Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.*

7.3.5.2 ACMi has a Validation – Assessment Decision process, which is included on our Validation Schedule, this process is to ensure that assessment results are interpreted consistently across a variety of assessors.

7.4 Rules of Evidence

7.4.1 Whilst each of the rules are important factors in their own right, assessment activities should reflect all rules and not elevate the importance of one at the expense of others. Refer to link below, taken from Standards for Registered Training Organisations 2015
<https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12>

7.4.2 Validity:

7.4.2.1 *The assessor is assured that the student has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.*

7.4.2.2 ACMi meets these requirements by ensuring our assessments are regularly validated as per the Validation Schedule.

7.4.3 Sufficiency:

7.4.3.1 *The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.*

7.4.3.2 ACMi meets these requirements by ensuring our assessments are regularly validated as per the Validation Schedule.

7.4.4 Authenticity:

7.4.4.1 *The assessor is assured that the evidence presented for assessment is the student's own work.*

7.4.4.2 At ACMi we value the authenticity of assessment evidence and have embedded this into our Code of Conduct (see Trainer Guide or Student Handbook), which deems plagiarism as a serious misconduct.

7.4.4.3 The Training Outcome cannot be finalized without at least the assessor verifying that the work is



that of the student submitting it i.e. completion of assessments in class, through direct observations etc. prior to the completion of the Competency Record Form.

7.4.5 Currency:

7.4.5.1 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.

7.4.5.2 ACMi meets these requirements by:

- 7.4.5.2.1 ensuring students are not permitted to submit assessments more than five (5) weeks after the unit has been completed, as outlined on the Assessment Coversheet and Student Handbook.
- 7.4.5.2.2 Requiring students to pay additional fees, as outlined in the Assessment Coversheet and Student Handbook. When the assessments are submitted late, thereby encouraging the timely submission of assessments.

7.5 Recognition of Prior Learning (RPL) process

7.5.1 ACMi provides students with an opportunity to undertake apply and undertake a Recognition of Prior Learning (RPL) process, where applicable. RPL is an ‘assessment only’ process. For further information, please refer to the ACMi RPL policy and Procedures via the College Website, on request from Student Services, or within the International Student Handbook.

7.6 Assessment Outcomes

7.6.1 At ACMi we acknowledge the importance of providing timely and constructive feedback to students to facilitate their learning. Students Assessment Results (Assessment Outcomes) and Unit Results (Training Outcomes) will be made available to students including via the Student Management System Portal. The following provides guidance regarding the expected timings for student results to be available:

| | |
|-----------------------------------|---|
| Certificates IV level courses | Within three (3) weeks, after unit end date or assessment due date, whichever is the later. |
| Diploma, Advanced Diploma courses | Within four (4) weeks, after unit end date or assessment due date, whichever is the later. |

7.6.2 Assessment results will be provided to each student either in person via a College trainer/assessor or via ACMi learning management system, the students nominated and registered email address and will include specific feedback, including details on any gaps identified (as applicable). Where required, this communication will also include re-submission requirements and details.

7.6.3 Where Assessments are submitted late (after the due date/end of unit date), students must allow four (4) weeks from receipt for these assessment for their results to be made available to them. It is the student’s responsibility to check for their results on a regular basis; this can be done via their trainer, emailing Student Services, or by checking their college Portal (access via ACMi website).

7.6.4 Where the College is unable to meet the above proposed timings for any reason, an email will be sent to inform students of the delay. Assessment decisions can be appealed. Please refer to the College Complaints and Appeals Policy and Procedures for further information - available via the College Website, on request from Student Services, or within the International Student Handbook.



7.6.5 Assessment Feedback is to be provided to each student both via the College Trainer/Assessors and/or using the Feedback section located on each assessment document. Students are also informed that they can check their Assessment Outcomes and Training Outcome via Student Services Staff, and the Student Portal. Once results have been submitted to Student Services via the SMS, students are sent an email and/or SMS for their most updated results. Both email and SMS templates are available on to the Student Services Staff.

7.6.6 Formative assessment (learning activities): Formative assessment is used for the purpose of providing students with ongoing feedback as part of their learning. It can also be used for diagnostic purposes to establish learning needs. Learning activities are generally conducted in class, or in class groups.

7.6.7 Summative assessment: Is the assessment of learning; Summative assessment is the tools and processes used to gather evidence to make the decision if a student is **competent or not competent**. ACMi uses a variety of Summative Assessment Methods including, but not limited to:

7.7 Assessment Methods

| Method | Examples of Methods |
|-----------------------------------|--|
| A = OBSERVATION | Real work/real-time activities at the workplace and/or a realistic workplace business/industry environment and Workplace activities and timelines within a simulated workplace environment |
| B = STRUCTURED ACTIVITY | Simulations, Role-plays, Projects, Presentations, Activity sheets <i>(as developed, designed and approved by the College)</i> |
| C = THEORY/KNOWLEDGE | Written questions, Interviews, Self-evaluation, Verbal questioning, Case studies, Scenarios |
| D = SUPPLEMENTARY EVIDENCE | Portfolios, Collections of work samples/research, Products with supporting documentation, historical evidence, Journals/logbooks, Information about life experience <i>(as developed, designed and approved by the College)</i> |
| E = DEMONSTRATION | Products as a result of a project, Work samples/products and actions |
| F = THIRD PARTY | Reports from employers/supervisors, professional/personal references, Evidence of training, authenticated prior achievements, Interviews with employers, supervisors or peers |

7.7.1 Evidence considered for summative assessment collectively ensures that the following have been met:

7.7.1.1 *The rules of evidence*

7.7.1.2 *The requirements of the component of study as documented in the Training Package*

7.7.1.3 *The dimensions of competency*

7.7.1.4 *The employability & foundation skills*

7.8 Assessment Marking

7.8.1 ACMi trainers and assessors are required to observe the industry “best practice” when marking assessments and making judgements/decisions. The primary purpose of marking is *to provide students with quality feedback on their performance via LMS*. There are **three** components to marking assessments at ACMi:



- 7.8.1.1 **Review** – where the assessor checks the response the student provides against the assessment criteria and the College provided Benchmark assessment response/requirement then indicates a tick (✓) for sufficient or a cross (X) - as applicable.
- 7.8.1.2 **Making a judgement/decision** – where the assessor has reviewed all evidence available and makes a decision regarding the students assessment outcome and determines a student’s assessment is S – satisfactory or NS – Not Satisfactory. At this time the trainer must also sign and date in the space provided.
- 7.8.1.3 **Feedback** – where the assessor provides written feedback for the student in relation to the students’s overall outcome for the relevant assessment being reviewed.

7.8.2 Please note that on each ACMi assessment document there is an allocated space specifically for entering feedback to the student from the trainer. This space must be used to provide substantive feedback on the student’s performance.

7.8.3 As a student progresses through a unit and completes the scheduled and required assessment tasks and activities, they are assessed on each task/activity and provided with an outcome of either; ‘**Satisfactory – (S)**’ or ‘**Not Satisfactory – (NS)**’.

7.8.4 Assessors will make a determination as to whether the student has satisfactorily completed the assessment task/activity considering **all** of the following:

- 7.8.4.1 all parts of the assessment task have been completed to a standard that satisfactorily meets the requirements of the unit of competency and to the assessment benchmark standard set out in the marking guide and
- 7.8.4.2 sufficient and relevant evidence, has been collected from the student
- 7.8.4.3 student’s work is of a standard to be acceptable in the relevant industry workplace.
- 7.8.4.4 student’s evidence/submission meets acceptable formatting, expression, language, spelling grammar and other LLN requirements
- 7.8.4.5 the assessment evidence is the student’s own work, except as appropriately acknowledged

7.9 Observation Checklists

7.9.1 Observation checklists form part of the evidence gathering tools specifically with observe students’ demonstrable skills and as required within the assessment requirements in the relevant unit of competency. Using this assessment method enables assessors to:

- 7.9.1.1 observe a student in a focused and directed way,
- 7.9.1.2 to take structured notes that can be referred to when making the assessment decision,
- 7.9.1.3 to provide informed feedback to candidates, and
- 7.9.1.4 to enhance the objectivity of the assessment decision.

7.9.2 As such, these checklists must always be used correctly and completely. This means that all ACMi observation checklists:

- 7.9.2.1 need to contain clearly observable qualities and should not simply be a copy and paste of performances requirements from the unit of competency assessment requirements.
- 7.9.2.2 must have a check or tick box available next to each of the observable qualities
- 7.9.2.3 must have a section located on the observation checklist for assessor and students comments and feedback
- 7.9.2.4 must have a section for the assessor to sign off the outcomes, comments and/or feedback or other evidence gatherer.



Note: Observation checklists with some, or all of the above requirements being incomplete and/or missing - will not be acceptable for processing as they do not meet and/or support the principles of assessment and/or rules of evidence.

7.10 Course Progress Monitoring and Intervention

7.10.1 ACMi will monitor students course progress which includes monitoring the students assessment completion rates. Students experiencing difficulty in meeting their course progress requirements will be invited to participate in an 'Intervention Strategy' meeting with the Student Services staff. This may be initiated by the students trainer, Student Services Staff, or as a result of Colleges Course Progress Monitoring procedures.

7.10.2 An Intervention Strategy Meeting with the student will provide them with an appraisal of their performance and progress, an opportunity to discuss and agree strategies for improvement, associated timeframes and details of the date/time of a subsequent review of their performance and course progress. An Individual Intervention Strategy and a Student Study Plan is to be developed between the student, their Trainer and/or a Student Services Staff member. A copy of all related correspondence/documentation must be retained on the student record/file and a copy of the Students Intervention Strategy and Individual Study Plan provided to the student for their retention.

7.11 Special Considerations and/or Reasonable Adjustments:

7.11.1 ACMi is committed to the promotion, application and outcome of equality. The ACMi assessment procedures and practices ensure students needs are considered and support provided where required and relevant.

7.11.2 Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

7.11.3 Reasonable adjustment refers to measures or actions taken by ACMi to provide our students with disabilities through appropriate and relevant adjustments in the assessment process whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

7.11.4 To be reasonable, adjustments must be appropriate for that person, be permissible within rules defined in the relevant training package, and conducted in accordance with the principles of assessment and rules of evidence.

7.11.5 Special consideration or reasonable adjustment in an assessment may include, but is not limited to:

- 7.11.5.1 extra reading time
- 7.11.5.2 extra writing time
- 7.11.5.3 break times during an examination
- 7.11.5.4 a reader
- 7.11.5.5 a writer/scribe
- 7.11.5.6 an interpreter for deaf and hearing-impaired students
- 7.11.5.7 alternative facility and/or equipment
- 7.11.5.8 adaptive technology equipment
- 7.11.5.9 for paper-based assessment, audio/video versions, Braille or CD, enlarged text or re-writes to provide reasonable adjustment to language



7.12 Special Consideration

7.12.1 To request special consideration, students must submit a written application and discuss their requirements with their trainer, Student Services staff, and submit appropriate evidence and/or documentation as follows.

7.12.2 Grounds for the request for special consideration in their assessment including, but not limited to:

- 7.12.2.1 Illness / medical condition
- 7.12.2.2 English language limitation
- 7.12.2.3 Language, literacy and numeracy concerns
- 7.12.2.4 Compassionate matters
- 7.12.2.5 Religious Observance
- 7.12.2.6 Community Service e.g. Jury Duty

7.12.3 Students will be advised of the outcome of their written request for special consideration. A record of the special consideration must be documented by the trainer and/or Student Services staff and a copy of all documentation and supporting evidence to be kept in the student's records/file.

7.13 Reasonable Adjustment

7.13.1 Students seeking reasonable adjustment in an assessment must discuss their requirements with a Student Services staff member and/or their trainer, prior to the commencement of the relevant component of study or at the earliest possible time. Students may be requested to provide documentation to support their request for reasonable adjustment.

7.13.2 Reasonable adjustments made to a student's assessment during the class delivery must be communicated to the student in writing by the Trainer – not simply verbally/orally. A written record of the reasonable adjustment requested and/or provided must be documented and a copy placed on the student's record/file.

7.13.3 If a student is refused reasonable adjustment in an assessment, an appeal may be lodged (in accordance with the College Complaints and Appeals Policy and Procedures).

7.13.4 All information and supporting documentation associated with an application for reasonable adjustment in assessment is to remain confidential.

7.14 Academic Dishonesty (Plagiarism/Cheating)

7.14.1 Students must ensure that the evidence that they submit for their scheduled/due course assessments is their own and/or that they acknowledge the work of others involved when and if applicable.

7.14.2 Plagiarism is to copy (including cutting and pasting) work without acknowledging the source, and such activities are also considered to be a form of cheating.

Cheating is when a student misleads, deceives, or acts dishonestly on purpose. ... In addition, and in an educational and assessment environment this may include; cheating on a test, cheating by stealing someone else's idea for a project or by copying a book, report or content off the Internet and turning it in as if it's the student's own original work.



7.14.3 ACMi will not tolerate cheating (including plagiarism).

7.14.4 Cheating is defined as:

- 7.14.4.1 handing in someone else's work as your own (with or without that person's permission)
 - 7.14.4.2 using any part of someone else's work without the proper acknowledgement, including breaches of copyright
 - 7.14.4.3 handing in a completely duplicated assessment
 - 7.14.4.4 allowing someone else to hand up your work as their own
 - 7.14.4.5 copying sentences or paragraphs from one or more sources
 - 7.14.4.6 presenting substantial extracts from books, articles, thesis, unpublished work such as working papers, seminar and conference papers, internal reports, computer software, websites, lecture notes or tapes, without clearly indicating their origin
 - 7.14.4.7 using notes or other resources without permission during assessments
 - 7.14.4.8 having several people complete the assessment and hand up multiple copies, all represented (Implicitly or explicitly) as individual work
 - 7.14.4.9 stealing an examination or solution from a Trainer
- 7.14.5 ACMi does not condone cheating (including plagiarism) under any circumstances. If a Trainer suspect cheating, they are to investigate further to establish evidence and notify the Supervisor, Student Services of their suspicions and evidence, and set out the concerns to the student in writing, using the Incident Record Form and requesting a time to discuss the matter with them. Once this discussion has occurred, giving the Trainer and student the opportunity to provide relevant information, one of the following will occur:
- 7.14.5.1 If it is a minor or unintentional offence the student will be required to resubmit the assessment, making the necessary adjustments. The penalty is that the student is required to pay the **re-assessment** fee (Refer to the relevant ACMi course fees and charges on our website, in the International Student Handbook or enquire with Student Services).
 - 7.14.5.2 If it is outside the allowable assessment time (being the relevant term for the specific scheduled unit) AND If it is a serious or deliberate offence the student will receive a NS (not satisfactory) and/or NC (not competent) result for the assessment/s and the student will be required to **re-enrol** for the relevant unit and pay the appropriate fees to re-enroll. In this circumstance, students will also receive an official written warning, which advises that any further cheating identified, the student's enrolment will be cancelled for breach of the ACMi Code of Conduct.
 - 7.14.5.3 All relevant evidence, discussions and meeting outcomes are to be documented and retained on the students record/files, with students being provided a copy for their own retention and records. Repeated offences of cheating – minor or serious – may result in the cancellation of the student's enrolment, for breach of the ACMi Code of Conduct as outlined to the student in the International Student Handbook and this College Policy and Procedures.

7.14.6 Students are to be advised of their entitlement to appeal the decision /outcome and are to be referred to the College Complaints and Appeals Policy and Procedure.

7.14.6 If a student believes that his or her work has been plagiarized or copied, he/she must report the matter at once to the appropriate Trainer or a Student Services Officer.



7.15 Assessment Submission Fees

7.15.1 ACMi has set three(3) assessment fees payable that may be imposed on students in the following circumstances:

- 7.15.1.1 Late Submission of Assessments
- 7.15.1.2 Re-Assessment
- 7.15.1.3 Re-Enrolment

7.15.2 At the commencement of each unit of competency within a students enrolled course at ACMi, the trainer will complete the details of the '**Unit Outcome Agreement (UOA)**' which must clearly detail each assessment activity required to be undertaken by the students in completing this scheduled unit of competency, the assessment type/method and the set due date for each assessment listed. A completed, hard copy of the UOA document is then to be provided to each student for their review, acknowledgement and signing /agreement. Once signed by the student, a copy is to be provided to the student and a copy placed on the student record/file.

7.15.3 In addition, the Assessment Cover Sheet, provided to students for each unit will also identify the **DUE DATE** for each assessment, as well as the assessment submission instructions and/or guidelines (as outlined in the International Student Handbook). Trainers **must** ensure that when students submit their assessments, the Assessment Cover Sheet is correctly completed and signed including the due date/s.

7.15.4 The Student Services Staff are responsible for issuing invoices for any assessment fees. The following table outlines the procedure for Trainers to follow, where an assessment fee is required to be invoiced/paid:



| Assessment Fee Type | Reason for Fee | Fee Amount | Notes | Procedures for Trainers or Student Services |
|---------------------------------------|--|-------------------------------|---|--|
| Late Submission of Assessments | Assessments submitted after the due date as outlined on the Assessment Cover Sheet | \$50 per assessment/per units | Late fees are only due where the assessment is submitted 5 days or more from the Due Date, and where there are no compelling /compassionate grounds to explain late submission. N.B. If the assessment is submitted for the <u>1st time</u> more than 7 weeks after unit end date, then refer to the Re-enrolment fee section below. | 1) Send and email to admin@acmi.wa.edu.au with the following details: <ul style="list-style-type: none"> • Unit details • Number of assessments • Student Name & ID • Late Assessment Fee 2) Proceed with marking the assessment, and submit the results via https://ibsa.learnbook.com.au/login/learnbooklogin.php |
| Re-Assessment | Fees apply if an assessment is NS/NC due to the following: <ul style="list-style-type: none"> • submitting clearly intentionally plagiarized work • submitting work that clearly belongs to another student N.B. If a student's assessment has simple issues related to referencing, fees should not be applied. Trainers/Course Coordinators should provide assistance for completion. | \$250 per assessment | Re-Assessment fees are only due where a student has clearly and intentionally plagiarized, and this has been confirmed in a meeting with the student. | Trainer to send out the " Re-Assessment Meeting " email to the student and copy in Student Services. If student <u>re-submits</u> the assessment, marking must not continue until the assessment meeting with the SS staff has taken place. 2) Student Services Staff to complete the incident report form and meet with student, at which point they will decide if a Re-Assessment Fee is applicable and agree with the student on the re-submission requirements. |
| Re-Enrolment | Fees apply if a student has not submitted their first submission within seven (7) weeks of the unit being completed* N.B. All student materials say first submission must be submitted within <u>five (5) weeks</u> of unit completion so there is a discretionary two-week period for trainers before the fee has to be applied. | \$150 per unit, per week | Re-Enrolment fees are only due where a student has not submitted a first submission seven (7) weeks after the unit end date, and where there are no compelling / compassionate grounds to explain the reason, they have not submitted. | 1) Email admin@acmi.wa.edu.au with the following details: <ul style="list-style-type: none"> • Unit details • Student Name & ID • Re-Enrolment Fee 2) Send out the " Re-Enrolment Fee " email response to the student and <u>copy in Student Services</u> . *No marking can take place from this point. |

7.15.5 Please note: Assessments must be submitted within five (5) weeks of the unit end date. If students have not submitted their assessments (first submission) within this time-frame, they will be deemed Not Yet Competent (NYC) and assessment submission fees may apply.

7.15.6 Each of the above situations will result in an additional charge being incurred by the student. As a



Trainer, the charging of this fee is **discretionary**, not compulsory; therefore, if a trainer considered that the fees may be 'waived' only in circumstances where the student has discussed their compelling/compassionate grounds for the late submission.

7.15.7 If a fee is appropriate, trainers are to follow the instructions outlined in the "Procedures for Trainers" column in the above table. In addition, you must send out the appropriate "email responses" (detailed above to the relevant student's email address. The responses may be sent from the relevant ACMi assessment email account, or from the Trainers' College email account.

7.16 Conducting assessment processes ethically

7.16.1 ACMi take all possible steps to identify and/or prevent real or perceived conflict of interest in the assessment process. Examples include, but are not limited to the following circumstances:

- 7.16.1.1 Assessing a family member, relative or close friend
- 7.16.1.2 Assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- 7.16.1.3 Assessing another ACMi staff member, particularly where a supervisor / subordinate relationship exists
- 7.16.1.4 Assessing oneself

7.16.2 If a real or perceived conflict of interest is identified, it is the responsibility of the relevant assessor to discuss the situation with CEO and/or PEO at the earliest convenience. The PEO will determine whether the assessor should progress with conducting the assessment or not - in this specific case and/or, in circumstances where the assessor has already conducted part or all of the assessment, whether there is a requirement for the said assessment should be confirmed by another Assessor.

7.17 Assessment Due Dates

7.17.1 Students will be informed of due dates for assessments at the beginning of the Unit of Competency via the Unit Outcome Agreement form and the relevant Assessment Cover Sheet. The assessment due date refers to the scheduled date for the submission of each assessment task and/or activity, or the student's attendance and participation in a scheduled activity to satisfy assessment requirements i.e., written assessment, role play activity etc.

7.17.2 It is the student's responsibility to submit the required assessment and/or attend and participate in scheduled assessments on or prior to the scheduled/agreed due date. If the student is unable to meet an assessment due date, the student may request an extension from the assessor. A request for extension must be documented and received and granted by the Assessor prior to the assessment due date. A response from the Assessor to a student's request for extension will be made in writing. This written advice will include a clear timeframe and revised/set due date for the extension and the assessment activities that the extension relates to.

7.17.3 An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances may include:

- 7.17.3.1 compassionate grounds, sickness supported by a doctor's certificate,
- 7.17.3.2 employment obligations supported by the employer
- 7.17.3.3 language, literacy and numeracy requirements of the student

7.17.4 Assessors may request to see evidence of progress towards the assessment activity before granting an extension.



7.18 Assessment Retention Requirements

7.18.1 As outlined the ASQA General direction:

7.18.1.1 Retention requirements for completed student assessment items:

7.18.1.2 ACMi is required to **securely retain**, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, for a period of six months from the date on which the judgement of competence for the student was made or as per the ASQA condition/s (if any)

7.18.2 To ensure compliance with this directive, Student Services and/or the CEO are required to include specific filing details on the assessment cover sheet. Options available include:

- 7.18.2.1 Assessments Uploaded onto the student record on aXcelerate (SMS), against the specific unit, or
- 7.18.2.2 Submit the assessment records/documents via LMS. Clearly identifying the Unit Code, Student name and Student ID. The Assessments will be then uploaded into the relevant students record/file by the trainer or Academic Staff

7.19 Industry Consultation

7.19.1 The Standards for Registered Training Organisations (RTOs) 2015, requires ACMi to undertake regular industry consultation and engagement activities. Ongoing partnerships and engagement activities between ACMi and industry stakeholders is important in ensuring that students have the relevant and required skills, knowledge and capacity required by industry employers.

7.19.2 ACMi regularly collects information and feedback from relevant industry stakeholders as part of the development, reviewing, validation of following activities, strategies and practices:

7.20 Training and Assessment Strategies (TAS)

7.20.1 ACMi consult with industry about the selection of units of competence for each new qualification as well as all of our training, delivery and assessment strategies. This consultation extends to discussions and recommendations concerning work experience and employment pathways. In order to ensure that ACMi graduates will have success in finding relevant employment, we ensure the involvement of industry organisations when developing and altering the content of all our courses. We complete Industry Consultation at key points including prior to initial registration, during the planning stages for new courses (Scope and CRICOS application); when significant changes are planned for a qualification (new delivery option or multiple changes to the units being delivered); changes to the training package or accredited course or annually, to ensure that our qualifications contain the most relevant units of competency.

7.21 Validation of Assessment Practices and Decisions

7.21.1 Independent external validators are involved in ACMi validation sessions. These external participants may include employers and industry associations and other industry bodies, educators and consultants..

7.22 Industry

7.22.1 ACMi trainers possess a wealth of industry experience, it is extremely beneficial, on occasion, to include representatives from the industries for which we train the current and future workforce, in order to gain current perspective on training materials and industry methods.



7.23 Professional Development (PD)

7.23.1 ACMi is firmly committed to the College policy and procedures in place that requires and enables each Academic Staff member (trainers/assessors) to fulfil the professional development requirements outlined in The Standards for Registered Training Organisations (RTOs) 2015. ACMi Trainers are required to maintain their industry currency and this requirement is the primary purpose of the College's PD program. By encouraging our trainers to interact with industry through professional development, we enable them to:

- 7.23.1.1 have the vocational competencies at least to the level being delivered and assessed
- 7.23.1.2 have current industry skills directly relevant to the training and assessment being provided
- 7.23.1.3 have current knowledge and skills in vocational training and learning
- 7.23.1.4 maintain, upgrade or develop new skills relevant to the current industry needs

7.23.2 The relevant ACMi documents that form part of this Policy and Procedures are:

- 7.23.2.1 Professional Development Declaration Forms

7.24 Industry Consultation/Engagement

7.24.1 Improvements generated by industry consultation/industry engagement, are registered and processed as part of the Colleges continuous improvement process and where relevant, actions may be undertaken and implemented into our training delivery and assessment practices to update and improve the relevant policy and procedure.

7.25 Assessment Materials Review Process

7.25.1 ACMi conducts a systematic Validation schedule, in which ACMi conducts regular validation reviews of our completed student records, assessment materials and judgement tools on all courses held on its scope.

7.25.2 All new or existing training and assessment materials, prior to implementation, must be reviewed to ensure that the materials meet the requirements of the relevant Training Package and the requirements of each chosen unit of competency. This includes, but is not limited to:

7.25.3 Before the scheduled meeting:

7.25.3.1 The CEO and Admin maintain a list of all qualifications and chosen units on scope at ACMi, each of these are scheduled to be reviewed, and to ensure that all assessment materials and judgement tools are reviewed in accordance with the training package requirements, student and trainer feedback, and in accordance with industries standards and requirements.

7.25.3.2 The Admin is to schedule these review meetings in consultation with the CEO. Prior to conducting a review of scheduled unit assessment resources and judgement tools, the CEO must complete the following:

- 7.25.3.2.1 Book the **qualification/s and/or unit/s** to be reviewed and the **date and location** to undertake the review activity.
- 7.25.3.2.2 Identify suitable and relevant team members to attend the session; at a minimum the session requires a representative from the relevant program.
- 7.25.3.2.3 Prepare all the relevant documents to be reviewed during the session. Necessary documents at this stage include but are not limited to:
 - 7.25.3.2.3.1 Training and Assessment Strategy
 - 7.25.3.2.3.2 Assessment Resources



7.25.3.2.3.3 Assessment Instructions to Students and Assessors

7.25.3.2.3.4 Completed Assessment Judgement tools

7.25.3.2.3.5 Trainer/Assessor Marking Guide

7.25.3.2.3.6 Relevant Mapping tools/documents

7.25.3.2.3.7 Unit of Competency and Assessment Requirements, available on <http://training.gov.au/>

7.25.3.3 Once a validation session has been booked, the Admin will send out a Calendar invitation to each participant as planned/scheduled.

7.25.4 During the meeting:

7.25.4.1 The CEO is responsible for chairing the meeting and recording the record of the meetings including the Validation Meeting Minutes containing details of the units reviewed at each session specifically the Assessment Materials and Judgement tools being reviewed, dates/timings, participants, outcomes, actions.

7.25.4.2 When reviewing assessment materials and judgement tools, each aspect of the Unit of Competency (UoC) requirements (assessment requirements – eg: *performance and knowledge evidence, the unit elements, performance criteria and foundation skills*) are to be analysed and measured against the assessment materials and judgement tool being use for assessment to ensure the unit and its assessment requirements are being met/addresses and in accordance with the Principles of Assessment and Rules of Evidence – as required by the Standards for RTO’s, 2015.

7.25.4.3 All gaps and areas of concern identified and/or requiring changes and/or updating (if any) are to be are to be clearly documented during the meeting by the CEO and include the recommended actions entered on the The required rectification/action section of the document. The Required Rectification/Action section is to include a indication of the tasks/action to be undertaken and the nominated person responsible for the completing/overseeing task/action being undertaken/completed.

7.25.4.4 Notes:

The Validation session documentation and meeting minutes/report are not finalized at this stage, as the final section of the documentation requires the progress/outcomes of the items identified/listed in this meeting to be reviewed and updated at the next Validation session and/or meeting by the Academic Manager. If the documentation is approved for use at this stage, the minutes are to be signed off by the Admin and CEO.

7.25.5 After the meeting:

7.25.5.1 Following the completion of each scheduled Validation review meetings, the Admin will set a due date for completion of identified and/or required actions listed on the minutes/report. The Admin is then responsible for noting a progress check date in the College calendar for following up with each nominated responsible person regarding the allocated action/rectification progress. Each follow up and outcome/completion of task/action is to recorded on the Validation Meeting Minutes/plan and all documentation and actions must be saved to the Compliance validation folder on the College server.

7.25.6 On completion/finalizing of each task/action:

7.25.6.1 A final re-review must take place, this must involve finalizing the Validation documents, report



and action plan – indication when there is no further corrections are required against each task/action listed. Once all rectification and/or action is complete and the relevant College documentation, assessment materials and/or judgement tools have been rectified and/or updated (*including marking guides, instructions to assessors and students, strategies, judgement tools and mapping documents*) and are available for implementation and use, they must be registered on the continuous improvement register, all details recorded and updated regarding the version control and authorized by the relevant delegate for release and loading onto the relevant systems and locations.

7.25.6.2 Prior to releasing, distributing and replacing current assessment resources, materials and judgement tools, the Compliance Manager is to ensure information e.g., emails are sent to all relevant staff and trainers to advise them of the changes and updating of the documentation and/or processes.

