

TA2 Training & Assessment Policy & Procedure



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Purpose

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

This policy aligns closely to Standard 1 from the Standards for RTOs 2015 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.

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 a variety of different circumstances. To be competent, a person must demonstrate the following:

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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; definitions of each of these are outlined below:¹

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	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student. Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a 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.

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



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Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
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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 Organisations 2015.²

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 2015 – refer to definition of 'Standards'

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

Policy

1. Delivery of quality training

Wise Workplace Training 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.

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.



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- 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 Wise Workplace Training's *Course Development and Review Policy and Procedure*:

- Wise Workplace Training 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 Wise Workplace Training'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 Wise Workplace Training'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. Suitable and sufficient resources

Wise Workplace Training ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified. For further information refer to the *Course Development and Review Policy and Procedure*.

4. Assessment principles

Wise Workplace Training has an assessment system that ensures assessment:

- Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
- Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
- Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
- Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
- Considers the students' dimensions of competency when making all assessment decisions.

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.

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

5. Assessment documentation



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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, Wise Workplace Training 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.

6. Submission, feedback and re-assessment

Students must submit each task with a completed and signed declaration within timelines specified in the assessment instructions. The declaration recognizes that the student has completed their own work, and understands and complies with the plagiarism and other standards in the Student Handbook.

Written and theoretical tasks will be assessed within 4 weeks of submission unless otherwise stipulated. 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 four attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

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

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

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 Courses and all students are offered the opportunity to participate in RPL upon enrolment. A streamlined RPL process has been developed which requires the student to provide evidence of their skills, participate in an interview with an assessor, provide documentary evidence and complete tailored assessment against outstanding criteria.

9. Student plagiarism, cheating and collusion

Students are expected to complete all assessments ethically and without plagiarism, collusion or cheating. Any students suspected of unethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts, 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 Wise Workplace Training are required to deliver them in line with Wise Workplace Training'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



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Wise Workplace Training 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

Wise Workplace Training 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.

Procedures

1. Classroom Training

Refer SRTOs clause 1.3 and 1.7

Procedure	Responsibility
<p>A. Session plans and supporting materials</p> <p>Sessions are to be delivered using the <u>approved</u> session plan for the topic/ unit / module.</p> <p>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.</p> <p>They will often be supported by other resources such as PowerPoints, handouts, downloadable materials, texts etc. Supporting materials will be outlined on the plan.</p> <p>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.</p> <p>Trainers should provide feedback for improvement to session content and materials.</p>	Training Manager
<p>B. New groups</p> <p>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.</p> <p>Introduce the course, how it is structured, expectations of students, placement requirements (if applicable) and homework requirements.</p> <p>Provide information about Wise Workplace Training 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> <p>The first class may include some administrative requirements like collection of Enrolment Forms, language, literacy and numeracy assessments. Ensure these are collected as required.</p>	Training Manager



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Procedure	Responsibility
<p>C. Session delivery</p> <p>All sessions are to be delivered according to the approved session plans.</p> <p>The trainer should set up the class-room to suit the requirements of the session, and carry out any safety inspection or other procedures before commencement.</p> <p>All student attendance will be recorded by the trainer, who must submit records to the Training Manager with seven days of delivery.</p> <p>The Training team will collect session feedback as required according to the <i>Quality Assurance Procedures on Feedback and Surveys</i>.</p> <p>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 Manager immediately. Support provided must be documented in the student's file accordingly.</p>	<p>Training Manager and Assessors / Trainers</p>
<p>D. Simulated workplace environments</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Trainer/Assessor</p>
<p>E. Monitor student progress and participation</p> <p>Each student in caseload must be contacted monthly via phone, email or face-to-face in order to monitor progression and provide support.</p> <p>Record monthly contact discussions and provide records to the office as required.</p> <p>Discuss any exceptional or difficult student circumstances with the Training Manager or delegate in order to find solutions to the students' progression and support issues.</p>	<p>Trainer/Assessor</p>

2. Record-keeping

Refer SRTOs Clause 1.8

Procedure	Responsibility
<p>A. Keep accurate records of training and assessment</p> <p>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.</p> <p>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.</p>	<p>Trainer/Assessor, Training Coordinator</p>



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Procedure	Responsibility
<p>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.</p> <p>Wise Workplace Training will ensure that for records of assessment will be kept for at least 6 months after an assessment decision has been made.</p>	
<p>B. Assist with accurate student administration</p> <p>Notify the office promptly of any student withdrawal, cancellation or suspension (at least within 7 days).</p> <p>Collect student forms and documents as instructed and ensure they are completed accurately and provided to the office within 7 days.</p> <p>Follow up on any incomplete training, assessment or administration paperwork as requested to do so by administration team.</p>	<p>Trainer/Assessor, Training Coordinator</p>

3. Student support

Refer SRTOs Clause 1.7

Procedure	Responsibility
<p>A. Assessing individual needs</p> <p>Review Application or Enrolment Forms to identify if the student has indicated they require any additional support on the form.</p> <p>Individual needs may also be identified verbally during initial enquiry, entry interviews or other.</p> <p>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.</p> <p>A student may not be offered a place for enrolment if the RTO is not able to support the student in the course.</p> <p>An LLN assessment may be conducted to identify the level of support required.</p>	<p>Training Coordinator, Training Manager</p>
<p>B. Language, literacy and numeracy assessments</p> <p>Students may be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered.</p> <p>LLN assessments are designed to reflect the qualification level for each accredited course. Use the <i>LLN Marking Guide</i> to assess the test.</p> <p>The outcome will be used to identify the current level of LLN skills the student has and the support required for the course. An individual support plan may be developed to outline the support required for the student.</p>	<p>Training Manager and Trainer/Assessor</p>



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Procedure	Responsibility
<p>C. Individual support plans</p> <p>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.</p> <p>This may include:</p> <ul style="list-style-type: none"> – Additional one-on-one support from the trainer/assessor. – Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor. – Adjustments to the way training resources are accessed or provided. – Adjustments to the way assessments are to be conducted or extra time for assessments. – Additional online support – Linking with additional resources in the community 	<p>Training Manager or Trainer/Assessor</p>

4. Reasonable adjustments

Refer SRTOs clause 1.7 and 1.8

Procedure	Responsibility
<p>A. Making reasonable adjustments</p> <p>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.</p> <p>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</p> <p>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</p> <p>Where a reasonable adjustment is made to assessment, this should be documented in the <i>Assessment Record Tool</i>.</p> <p>Adjustments for exceptional circumstances must be approved by the Training Manager.</p>	<p>Trainer/Assessor and Training Manager</p>

5. Conducting assessments

Refer SRTOs clauses 1.7 and 1.8

Procedure	Responsibility
<p>A. Preparing for assessment</p>	<p>Trainer/Assessor</p>



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Procedure	Responsibility
<p>Requirements of assessment for each unit/module/cluster are outlined for the student and assessor in the online portal which hosts each assessment.</p> <p>Ensure students are advised of the assessment requirements at the start of the unit/ module/ cluster. They agree by ticking the declaration built into each assessment task.</p> <p>Ensure students are advised of relevant due dates for each assessment task if applicable.</p> <p>Reasonable Adjustments required should be recorded on a student's file and assessment records where relevant.</p> <p>Ensure you have access to:</p> <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> <p>Each written Assessment Task should be submitted by the student with a signed declaration in the online portal, or via provided hard copy forms.</p> <p>Tasks can be submitted by sending them to 285 Drummond St, Carlton VIC 3053, submitting them online at support@wiseworkplacetraining.com.au, or where face to face training is conducted, by providing them to their trainer/assessor at class/visit etc.</p> <p>Students should be advised to keep a copy of their written work as it will not be returned to them and they are responsible for providing a new copy if an assessment goes missing in the post or is misplaced in transit in cases where by assessment are provided at class/visits or workplace training sessions.</p> <p>Submitted assessment tasks should be assessed within 4 weeks of it being received.</p> <p>Use the benchmark answers/ marking guide and decision making rules provided to make the decision.</p> <p>Provide students with detailed written feedback on SMS. A copy of the feedback will be kept on the student's SMS file with the assessment tasks.</p> <p>Use additional verbal questioning to fill gaps in written tasks if you deem it necessary to determine competence. This is to be recorded in the assessment feedback in the SMS.</p>	Trainer/Assessor
<p>C. Assess practical tasks</p> <p>Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the relevant task instructions.</p> <p>A record of the observations made during the assessment should be recorded in the checklists and tools provided with each task. Assessments made 'on site' or during a site visit can be documented similarly.</p>	Trainer/Assessor



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Procedure	Responsibility
A student should be given a verbal summary of the feedback and asked to confirm receipt to confirm they have received their outcome.	
<p>D. Recording outcomes</p> <p>Record the outcome of the assessment task on the online system. Each task should be given an outcome of either Satisfactory or Not Satisfactory.</p> <p>A student will receive a Competent outcome once all the tasks for a unit have received a Satisfactory outcome.</p> <p>A Not Yet Competent outcome will be recorded against a unit where either:</p> <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>E. Re-submission</p> <p>Students have up to four attempts per assessment task to achieve a Satisfactory outcome. Additional attempts may be offered at WWT's direction.</p> <p>Resubmission outcomes should follow the same process for feedback and recording as outlined above.</p> <p>If a student has attempted a task the maximum allowed number of times but hasn't achieved a Satisfactory outcome, the student must re-enrol in the unit or module and complete all relevant assessments at their own cost.</p>	Trainer/Assessor

6. Recognition of Prior Learning

Refer SRTOs clause 1.12

Procedure	Responsibility
<p>A. Discuss RPL and provide instructions on material to submit</p> <p>Ensure all students are aware that they may apply for RPL.</p> <p>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:</p> <ul style="list-style-type: none"> – 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) 	<p>Training Coordinator, Training Manager</p>

Procedure	Responsibility
<ul style="list-style-type: none"> – <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>Based on discussions provide options to the student based on the candidates prior learning, however students can make their own decision about whether or not to proceed. If students still want to proceed with RLP assessment, provide them with RPL application form and instructions on documentary evidence to submit for initial review.</p>	
<p>B. Candidate prepares evidence of learning</p> <p>The candidate compiles evidence, according to provided instructions, and submits these to the RTO with their enrolment form.</p> <p>Ensure RPL candidate has the contact details of a trainer/assessor to consult in relation to their evidence if needed.</p> <p>The RPL candidate should then return the completed RPL Application Form and all compiled evidence, e.g. a copy of their CV and any certified copies of relevant qualifications.</p>	<p>RPL candidate</p> <p>Training Coordinator</p> <p>RPL candidate</p>
<p>C. Assessor reviews evidence</p> <p>Wise Workplace Training or a delegate of its choosing will then review the provided evidence to determine if the candidate is suitable to proceed with the RPL process and record these discussions in the RPL Assessor Record (under Review and Discussion). This will include contacting the candidate to discuss the following:</p> <ul style="list-style-type: none"> – Their work experience and anything of interest in their CV (for example, has the candidate worked in a different number of job roles, have they worked in a number of different workplaces, or the same one, professional development experiences, etc.). – The evidence provided – Any named third parties or referees – who is it, how long have they known the candidate in a professional capacity, etc. <p>Decide on the candidates suitability for RPL and:</p> <ul style="list-style-type: none"> – If eligible indicate those units which the candidate can proceed with RPL for in the RPL Assessor Record (Assessment Outcome Summary) and the RPL Third Party Report. 	<p>Training Manager and RPL Assessor</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>



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<ul style="list-style-type: none"> – If the candidate’s work experience, skills and knowledge do not accurately reflect the requirements of the qualification or units therein, the candidate, provide the candidate with information about formal training opportunities for this qualification. The candidate can then make a decision as to whether they would like to enrol in the course. 	
<p>D. Application fee and enrolment processed</p> <p>If eligible provide the candidate with:</p> <ul style="list-style-type: none"> – Written agreement – Invoice for RPL assessment including any adjusted payments – Written request for any additional evidence – RPL Third Party Report (with units indicated by the Assessor) <p>Once the written agreement and application fee is received, process enrolment in accordance with Processing enrolments procedure from the <i>Student Administration Policy & Procedures</i>.</p>	Training Coordinator
<p>E. Initial assessment and advice</p> <p>Assessor reviews the candidate’s evidence against unit requirements, recording outcomes in the RPL Assessor Record.</p> <p>Where necessary:</p> <ul style="list-style-type: none"> – 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 Assessment Outcome Summary in the RPL Assessor Record. <p>Contact the candidate to discuss:</p> <ul style="list-style-type: none"> – Evidence provided so far, how it meets unit requirements and what is outstanding – Arrangements for workplace observations (where applicable) including: consulting with the candidate’s workplace supervisor to ensure that workplace visits are scheduled appropriately, and ensuring that the workplace has access to required equipment and resources 	RPL Assessor
<p>F. Gather Further Evidence of RPL</p> <p>The candidate gathers any further evidence identified by the assessor, if available, and is able to seek support and guidance from Assessor as required.</p> <p>The candidate and assessor work together to gather other evidence as required, which may require:</p>	Candidate & RPL Assessor Assessor



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<ul style="list-style-type: none"> – visiting the candidate’s workplace to observe completion of practical tasks (where applicable) – completing verbal questioning (either over the phone, Skype or other video conference tool, or in person). 	
<p>G. Finalise assessment of each unit of competency</p> <p>Review any further information supplied by the student for each unit of competency and record the outcomes in the RPL Assessor Record. Make recommendations for units to be attained, or gap training arrangements if required.</p> <p>On completion of assessment, the following items must be returned to the candidate’s file for archiving:</p> <ul style="list-style-type: none"> – RPL Assessment Form – All evidence relied upon <p>Issue the candidate with a competencies on the online system so that other study may progress.</p>	RPL Assessor
<p>H. Gather feedback</p> <p>Feedback is collected from each RPL candidate using the RPL Candidate Feedback Survey to be collected in line with the Feedback Procedures in <i>Quality Assurance Policy & Procedures</i>.</p>	RPL Assessor

7. Plagiarism, cheating and collusion

Refer SRTOs clause 1.8

Procedure	Responsibility
<p>A. Dealing with academic misconduct</p> <p>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 Manager along with reasons for allegation. Reasons may include:</p> <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 – Students engaging third persons to complete assessments on their behalf. <p>The Training Manager and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation.</p> <p>The Training Manager and Trainer/Assessor will then make a decision about the steps to be taken. This may include:</p> <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 	Trainer/Assessor & Training Manager



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Procedure	Responsibility
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.	

8. Breaches of the Student Code of Conduct

Procedure	Responsibility
<p>A. Dealing with non-academic/general misconduct</p> <p>Where a staff member is either informed of or witnesses a student in breach of the Student Code of Conduct they should raise the concern with the student directly (if appropriate) or ask the Trainer/Assessor or Training Manager to raise the concern with the student.</p> <p>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.</p> <p>Ensure written invitation and all records of interactions are stored In the student file.</p> <p>Where behavior continues or a student fails to participate in disciplinary actions, notify the MD.</p> <p>The MD may decide the student's enrolment poses an unfair, unsafe or high risk situation and decide to withdraw the student from their course.</p> <p>Record details of the actions taken and decisions made in the student's file.</p> <p>Notify the student/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision.</p>	Trainer/Assessor & Training Manager, Managing Director
<p>B. Dealing with non-academic/general misconduct</p> <p>Where a staff member is either informed of or witnesses a student in breach of the Student Code of Conduct they should raise the concern with the student directly (if appropriate) or ask the Trainer/Assessor or Training Manager to raise the concern with the student.</p> <p>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.</p> <p>Where behavior continues or a student fails to participate in disciplinary actions, notify the MD. The MD 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 student's file. Notify the student/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision.</p>	Trainer/Assessor & Training Manager

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