POLICY	ASSESSMENT
NVR Ref:	**Standard 1**
IBI Ref:	**IBI-1A 2**
Policy Statement	This policy outlines the procedures for planning, conducting and reviewing assessments to ensure that the integrity and academic standards of the Institute are maintained and safeguarded. The Institute will ensure that all assessents of competencies comply with the current and relevant training packages and are consistent with the Standards for Registered Training Organisations (RTOs) 2015, which requires, in particular, the maintenance and reporting of course progress for all students. The Policy is determined in accordance with the Standards for Registered Training Organisations (RTOs) 2015 and with the Ministerial Directions for payment of minimal fees under Higher Education and Skills Group (HESG) (formerly known as Skills Victoria) funding.
Related Policies	Monitoring Course Progress Policy RPL/Credit Transfer Policy Complaints and Appeals Policy
Definitions	Assessment: The process of collecting evidence and formulating a judgment as to whether competency has been achieved at a satisfactory level. Graded Assessment: Refers to the awarding of marks that contribute to the final grade of the unit. Academic Misconduct: A breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor. Competent: A student is assessed as satisfactorily performing all the required assessment tasks to the specified standard. Evidence of Participation means evidence that will be accepted for this purpose as outlined in Schedule 1, Clause 3.4 a, b, c, d, e, f, or g, of the 2012 Service Agreement. (Not all aspects of evidence of participation contitute valid assessments for the purposes of Standards for Registered Training Organisations (RTOs) 2015.) Not Yet Competent: A student who has not yet satisfactorily completed all prescribed tasks to the required standard. Moderation: The process of establishing comparability of standards of student performance in order to ensure that assessment is valid, fair and reliable. Plagiarism/Cheating: Copying another's work and\or without due care to appropriate referencing and acknowledgement of source.(Refere to Plagiarism)

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Policy: **ASSESSMENT** (cont)

Definitions (cont)	Validation: The act of reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards. Intervention Strategies: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.
Choice of Assessment Tasks	Where appropriate, students may be offered a choice of assessment tasks from a specified range. These will be specified in the course delivery and assessment matrix. All assessment requirements will be discussed with the students prior to the commencement of each competency. The assessment tasks should, at a minimum, record the details fo the task and the expected learning outcomes for the course.
Changes to Assessment Requirements	Proposal to alter the assessment requirements of a course should be made to the CEO prior to the next scheduled offering of the course. The CEO will determine whether the proposed revisions are consistent with the originally approved requirements in its relationship to learning outcomes and its overall demands on the students.
Advice to Students	All Trainers are to provide students with an approved Training Plan and Course Guide that outlines the assessment requirements at the commencement of the course. The Course Guide contains a Training Plan which must state the criteria against which individual assessment items are judged. The Training Plan must also indicate the way in which the assessment of individual assessment items is combined to give an overall competency.
Responsibility to Advise Assessment Requirements	Where a student enrolls in a course after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the course, then it is the trainer's responsibility to supply the information to the student.
Change of Assessment Requirements during a Semester	In exceptional circumstances, the CEO may approve a variation of detail in the assessment requirements of a course, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the course. Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the CEO must be satisfied that students are not disadvantaged by the change or the timing of the change.
Awarding Competency	Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed. Student results will be recorded using the following codes: *C = Competent* *NYC = Not Yet Competent*
Re-assessments	Re-assessments may be granted to any student not achieving competency on the first attempt. The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the

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	course has been met. The re-assessment item should, as far as possible, take the same form and cover the same material as the original assessment item or examination. A student is only allowed one attempt at each supplementary assessment item. Should they not achieve competency on the second attempt, they will be required to re-enrol in the competency and pay the required fees.
Special Consideration	The CEO may extend special consideration to a student in any course and in respect of any assessment item. Students may apply for special consideration on grounds of: 1. Compassionate and compelling reasons, as defined by the Compassionate and Compelling Policy guidelines. 2. Serious disadvantage when the assessment item was attempted. Where the student has been unable to attempt the assessment item, the student may apply for an extension of time. Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests must be lodged with the CEO no later than three (3) working days after the date of assessment. A request for special consideration in assessing an assignment must be lodged in writing with the submission of the assignment. A request for special consideration in respect of performance across all assessment items in a course must be lodged with the CEO no later than three (3) working days after the date of the final test or assessment items. Special consideration may take the following form: • No action. • Grant an extension of time to complete an assessment item. Provide another assessment task. This may be an alternative assessment task or a replacement assessment task. An alternative assessment task provides an opportunity for the student to demonstrate learning outcomes similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination. A replacement assessment task is one that resembles the original assessment item as closely as possible.
Submission of Assessment Items: Extensions and Penalties	Students are required to submit assessment items by the due date, as advised by the trainer. Assessment items submitted after the due date will be subject to a penalty unless an extension of time for submitting the item has been approved.
Requests for Extension (Course extension)	Requests for an extension of time to submit an assessment item must be made in writing to the trainer. Where the request is made on medical grounds, a Medical Certificate is required. A request for extension should be lodged by the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is

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	submitted. IBI can deemed a course extension if it is the best interests of the student
Deferred Assessment	Students may request deferred assessment if they were prevented from performing an assessment item, such as an examination, test, presentation, or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. Requests for deferred assessment in respect of an examination must be lodged no more than three (3) working days after the date pertinent to the assessment item.
Approval of Deferred Assessment	A request for deferred assessment will be considered by the trainer who approves or rejects the request. An application for a deferred exam/test may be rejected if the trainer has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgment may be based on the particular circumstances of the request, together with the student's academic record and history of deferred tests/exam requests. The trainer notifies the CEO of the outcome of the deferred assessment request.
Form of Deferred Assessment	Where a student is granted deferred assessment, this generally takes the form of a replacement assessment item or examination, in which case, the replacement assessment item should resemble, as closely as possible, the original assessment item or examination.
Documentation required to Support a Request for Special Consideration, Extension or Deferred Assessment	Students applying for a deferred assessment, extension or special consideration on medical grounds, must submit a medical certificate, completed by a registered medical practitioner. The medical certificate must state: 1. The date on which the medical practitioner examined the student. 2. The severity and duration of the complaint. 3. The practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item. A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in 1, 2 and 3 above is included. Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice. Students who feel their case has been wrongly assessed may appeal in writing against that decision, using the Complaints and Appeals process.

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Conduct of Students in Tests	Trainers will have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the tests. If Trainers detect student behaviour that could be construed as cheating or other misconduct they may ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the trainer may require the student to leave the examination room. Immediately following the conclusion of the examination, the trainer will make an incident report that includes evidence of alleged cheating or other misconduct to the CEO, who then takes action according to the Student Code of Conduct Policy and Procedures.
Resource Material in Tests	Students may, under certain conditions, be permitted to use resource materials during an examination, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, text books, reference books, student notes. The trainer is required to specify the resource materials that will be permitted in an examination. This information must be advised to students prior to the examination and must also be provided to students in the examination room. A discrepancy between the information on permissible resource materials that has been conveyed to students prior to the examination and in the examination is grounds for appeal by students. It is the responsibility of the trainer to ensure that the materials brought in to the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the examination or during the examination. Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities.
Notification of Results	Following approval and entering of results, students are notified of their results by a formal statement of attainment mailed to each student at the end of each semester.
Assessment Appeals	Students are encouraged to discuss with Trainers their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review. This request must: 1. Be made in writing 2. State the grounds for the review request 3. Be lodged within 14 days of the date on which the Statement of Attainment was received by the student All requests will be dealt with by the CEO, who will seek the advice of the relevant trainer. Students will be notified in writing within seven (7) days of the outcome of the requested review. A student who is dissatisfied with the outcome of the review may lodge a formal

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	complaint through the Complaints and Appeals process.
Retention of Assessment Materials	The Institute retains all assignments, examination booklets and other assessment materials as per the regulatory requirements of the Australian Skills Quality Authority (ASQA) and Australian Quality Training Framework (AQTF) Standards.
Responsibilities of Trainers	Trainers are responsible for conveying to students clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are judged. Trainers are required to provide feedback to students on their performance in assessment items conducted during the semester. Trainers should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Trainers should be prepared to discuss with students their performance in an examination.
Attendance During an Examination	The trainer must be present 15 minutes prior to the commencement of the examination and for the duration of the examination. In a team teaching situation, where different Trainers contribute to assessment in a course, the CEO is responsible for ensuring that appropriate moderation processes are in place. The trainer is responsible for ensuring that a final competency result is recorded for all students enrolled in the course.
Responsibilities of the Director Studies	The CEO is responsible for: • Scrutinising recommendations from Trainers to ensure comparability of standards and consistency with policy • Consulting relevant Trainers regarding any queries concerning their recommendations • Approving the awarding of competency for supplementary assessment • Determining the outcome of applications from students for special consideration and deferred assessment • Dealing with allegations of cheating and plagiarism • Determining the recipients of prizes and awards • Monitoring the outcome of assessment processes • Identifying courses in which the outcomes are unsatisfactory and providing advice to Trainers on actions to improve assessment outcomes • Providing advice to Trainers on the basis of assessment performance indicators about the need to review program structure • Appointing an alternative trainer from within the Institute to provide advice to the CEO regarding the assessment of a particular student or course • Determining appeals from students against decisions in response to applications for special consideration and deferred assessment. • Assessment Review, Validation and Moderation.
Guidelines to Assist Staff in	Assessment requirements may include tasks of the following types: assignments, portfolio of evidence, essays, student presentations, reviews, laboratory reports,

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Designing Assessment Requirements	written examinations, open book examinations, group assessment, peer assessment, self assessment, computer based assessment, oral examinations, class quizzes, short answer examinations, experiential activities, simulations, clinical experiences, multiple choice examinations, practical exercises, presentations, and other assessment strategies. The assessment requirements for a course should be discussed and validated by all members of staff involved in teaching the course to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements.
Guidelines for Dealing with Lost Assessment Items	All staff who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, nevertheless, there may be instances where a student's assessment item is unable to be located. Students are required to keep a copy of assignments, reports, etc before they lodge the item for assessment. Where assignments are lodged with the trainer, the assignment is stamped to indicate the date and time of receipt. A receipt may be provided to the student if the assignment is lodged during business hours or if a stamped addressed receipt is included with the assignment. Where there are reasonable grounds to believe that the assessment item was submitted correctly but the trainer is unable to locate the item and no copy is available, the trainer should take appropriate remedial action depending on the specific circumstances of the case. In all instances, the trainer is required to advise the CEO of the problem and the proposed remedial action. Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the trainer may make representation to the CEO seeking approval for the student to be given an opportunity to re-submit the work. In each case, the trainer is required to inform the student of the problem and the remedial action that has been taken. The student may lodge an appeal against the particular action through the Complaints and Appeals process. A possible outcome of an appeal may be that the student is required to re-submit the assessment item or undertake another examination.

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PROCEDURE:	ASSESSMENT
NVR Ref:	**Standard 1**
IBI Ref:	**IBI-1-A 2**

Purpose	The purpose of this procedure is to ensure that the Institute meets the requirements under Standards for Registered Training Organisations (RTOs) 2015 for conducting assessments and to ensure that the assessment of competencies is conducted with integrity, honesty and fairness, via the establishment of a system of preparing, marking and recording the assessment of learning outcomes. As stated in the Assessment Policy, assessment is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and should closely reflect the purposes and aims of the course of study. They are designed to ensure: • Standards are protected • Students are treated equitably • Students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment • Results are promptly and accurately documented • The quality of the courses and programs is continually improved • The effectivenes of the teaching process to facilitate continuous improvement • Trainers are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant • The formal certification of achievements for external audiences • Accountabilities to accrediting bodies, employers and the wider community.
Scope	This procedure addresses the Institute's preparation of assessments, administering and marking assessments, and reassessment opportunities. However, it does not include the issuing of results and/or certificates or storing results. Assessment is conducted using a range of instruments comprising formal tests, essays, projects, assignments, demonstration, role play, observation, oral and written examinations etc.
Planning for Assessment	Assessment will be planned and co-ordinated according to the **Assessment Checklist**, to ensure quality management and consistency with the relevant training packages and to satisfy the principles of assessment. Assessment tools will be developed and modified to ensure that they are based on strategies, context and target groups, as detailed in the **Course Delivery and Assessment Plan.** Relevant training staff will devise forms of assessment and validation to be used for each unit of competency prior to inducting students into the course. Factors to be taken into account include cultural sensitivities, special needs and flexible approaches to delivery and assessment.

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Planning for Assessment (cont)	All proposed assessment will be consistent with the standards outlined in the relevant training package, will satisfy the principles of *validity, reliability, flexibility and fairness* and will incldue a marking guide. All moderation processes will be developed collaboratively with the teaching staff. All students will receive **Competency Outlines** consistent with the training package. The competency outline will address the following: • Assessment task and its relevancy to elements fo competency • Performance criteria against which students will be assessed • An approved assessment schedule • The grading system to be used and the relative weighting of each assessment task to the final grade • Advice on any special consideration • Advice on the assessment appeals process All Trainers must advise students of the following aspects of assessment prior to commencement of the unit of competency: • Purpose and context of the assessment • Method of assessment and evidence required of the relative weighting of assessment tasks • Timelines for assessment, including dates by which the assessment is due • Procedures for submitting assessments, such as completing and signing the assessment cover sheets • Timelines for the return of assessments and feedback (tests, exams, portfolios, reports) • Categories for graded assessment • Attendance requirements • Penalties for work submitted after the due date • Relevant information on submission of assignments, such as typed, format, evidence required, examples • Details of resources, equipment and materials which can be accessed • Alternative approaches to assessment where applicable • Ensuring students are advised to retain a copy of submitted work • Re-assessment processes • Policy statements in relation to Plagiarism and Academic Misconduct.
Conducting Assessments	All students are to be assessed using the approved assessment tools. Samples of completed assessments are to be provided. A student must be competent in all skills & knowledge, elements and performance criteria to receive an overall assessment of Competent. Students are advised to retain a copy of their own assessment.

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Conducting Assessments (cont)	Should an assessment be lost by a teacher, an alternative arrangement will need to be made by the Trainer. The Institute will retain all tests, exams and assessment tasks. Students with an unsatisfactory grade will be advised on re-assessment options. Students may appeal the assessment outcome as per the Institute's Complaints and Appeals Policy. The CEO must be alerted to any students at risk, identified through any section of assessment, in order to monitor in relation to appropriate intervention strategies. All results contributing to the overall competency assessment are to be recorded in the student file. Where competencies are co-assessed or clustered, a result code must be recorded for each competency.
Validation and Moderation	The Institute will ensure that assessment strategies are validated by: • Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency. This will be done on a term basis, both internally and externally with a range of stakeholders. • Any action taken will be documented with reference to consistency and quality improvement.
Re-assessments	The Institute will allow students 3 attempts at assessment, ie the original assessment and 2 re-assessments, to provide sufficient evidence of competency for each unit. Stdents will be offered the opportunity for re-assessment if they are *Not Yet Competent* at the first attempt, within a reasonable time negotiated with the teacher. It is the student's responsibility to learn the material for re-assessment or ask for additional help. If the re-assessment has been agreed to and completed, the teacher must advise the administration of recording these amended results, within 3 working days of the re-assessment. If the student has not passed after the first re-assessment, the student will be given another opportunity.

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Late Submission of Assignments	If a student fails to meet the assessment timeline, the student will be asked to show cause as to why the assignment should not be accepted. If the student has been ill, a letter from a medical practitioner is to be received by the teacher before the assignment can be accepted. Other reasons will not be permitted and students will be required to complete another assignment.
Students at Risk	'At Risk' in this section applies to those students who either are not meeting the requirements of the course or for whom a staff member has deemed that the student is unlikely to meet the requirements of the course. Students considered 'at risk' would normally fall within one (or more) of the following sub-sections. Following such informal assessments of a student's performance in a course and the effectiveness of the various intervention measures pursued by the staff and the student, the academic progress of a student may be considered unsatisfactory, and therefore 'at risk' if: a) the student does not successfully complete or demonstrate competency in at least 50% or more of the untis in any study period; b) the student fails a subject/module/competency and/or has been given a NYC assessment for the third time and is thereby deemed by the relevant staff member to be unlikely to progress through the remainder of the course at a satisfactory level of attainment. 'At risk' may also include the following: (c) In a situation where a student has withdrawn (or has been withdrawn) from the same competency on more than two occasions such circumstances may be deemed to indicate that the student is 'at risk of exclusion from their course'. Only in these cases and within 10 working days of the publication of results each study period, students in this category will be sent a letter, by hard copy and electronic mail from the CEO or nominee notifying them of their 'at risk' status and: a) explaining the consequences of failure to maintain a satisfactory academic standard b) nominating an adviser they should consult during the succeeding semester about their academic progress; c) Where appropriate, referring them to specialist contacts within the sector, such as the Student Support Officer. A copy of the "at risk" letter will be sent to Records Management for filing.
Students at Risk (cont)	Where students, for whom this early intervention strategy has been implemented, contact their nominated adviser, the adviser should discuss with the student: 1. Where appropriate, the suitability of the program for the student; 2. Any opportunities for the student to be re-assessed for tasks in units in which the student has previously failed or not achieved competency;

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	3. Strategies to assist the student to achieve satisfactory progress; 4. Any other relevant matters.
Work Placement Assessment	Work Placement is a course component in some courses offered by the Institute, which provides students with supervised work experience. Effective performance in this work placement component requires students to combined theoretical knowledge, skills and attitudes as they are linked to practice in dustry. This section of the procedure applies only to students who enrol in a course at the Institute, which has a work placement component requiring satisfactory completion in order to fulfil the course learning outcomes. Important information to note: a) Approval for "work-based" training must be approved **before** work placements can occur, in accordance with the appropriate Training Authority guidelines. b) Where work placement is a compulsory component of a course, it must be satisfactorily completed for attainment of the qualification.Assessment of each supervised placement will normally include an agreed weighting, as predetermined by the Institute and notified to students and placement supervisors. c) On-site teaching and assessment will be provided in each placement, as appropriate, in order to assist students to meet the requirements of the placement. d) Students are normally required to achieve competent assessments for each competency assessed against the stated performance criteria for the placement. e) A written report of the assessment must be provided by the teacher following discussion with the student and the workplace supervisor. A copy of the report must be filed in the Assessment Folders and Records, and one copy must be given to the student. f) Assessment of competency will take place over the duration of placement. The student will be assessed as Competent or Not Yet Competent. g) Where a student is not performing satisfactorily at any stage durign the placement and is deemed to be at risk, or where extenuating circumstances impact upon the placement, an assessment of 'At Risk' can be made by the workplace supervisor and/or the teaching supervisor. h) In cases of grossly inappropriate behaviour or where a student's performance jeopardises the welfare or safety of clients at any stage during the placement, an 'Urgent Attention' required assessment can be made by the workplace supervisor and/or training supervisor.

Work Placement Assessment (cont)	i) A student who is dissatisfied with aspects of the placement or for whom extenuating circumstances impact upon performance may, on presentation of evidence to the training supervisor, initiate an informal review. j) Criteria and outcomes of assessment categories are: **1. Competent** A student is assessed by the workplace supervisor and/or training supervisor satisfactorily performing all the required assessment tasks to the required

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	standard. **2. Not Yet Competent** A student who has been assessed as not satisfactorily demonstrating competence in the required competencies/assessment tasks to the required standard. **3. At Risk in relation to assessments and the workplace** Where a student is deemed to be at risk of not reaching the required standards of perfrmance, supervisors are strongly encouraged to take action during the placement rather than waiting until its completion. **4. Urgent Action required** In situations where a student exhibits unacceptable behaviour and/or places clients at risk, an assessment of unsatisfactory progress – Urgent Action – will be made. This may result in the student being removed from the placement during the review process.
Work Placement Assessment Requirements	With respect to the workplace component of the course, the following elements are required: • A student must be given clear and course specific guidelines on what constitutes satisfactory/unsatisfactory/competent/not yet competent performance for this component of the course; • Documentation to show what constitutes satisfactory/ unsatisfactory/ competent/ not yet competent performance must be provided to students, teaching staff and supervisory staff in workplace venues A Student Workplace Agreement Statement includes reference to such matters as: • Stated goals and educational outcomes • Timetables • Assessment criteria • Method of assessment • Complaints and appeals procedures • Work and industrial conditions and rights • Progress review/monitoring details (eg how often the training supervisor visits the workplace and/or confers with the student) • Process of rights of review and representation • Unacceptable behaviour.

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Workplace Assessment and Review - Flowchart	Assessment and Review Processes for work placement, as outlined above, include the following elements and sequential steps: • Assessment during the placement; and • Issuing of a result at the completion of the placement. • Informal Review of the assessment and subsequent resolution – one of five options. • Formal Review of the assessment outcome, where agreement has not been reached as part of the Informal Review. • Resolution of Formal Review – one of three options. Student Progress Review provisions may be invoked as an outcome of either the Informal Review or Formal Review processes. Students who are dissatisfied with the outcome from either the Formal Review and Resolution or the Student Progress Review may appeal on the grounds specified under these Procedures.
Informal Review and Resolution Process	The Informal Review and Resolution process is intended to assist all participants involved in the assessment of work placement components to reach mutually satisfactory outcomes, wherever possible. The Informal Review and Resolution process will be conducted for all work place assessments other than "Competent" where the result is in dispute. The process has been developed to facilitate an early resolution of any such issue and as such, must be completed within twenty days from the date of issue of the assessment. In the first instance, students who are dissatisfied with their assessment will contact the relevant member of the teaching staff in an effort to come to agreement. (In the absence of the relevant teacher, the Student Administration Manager or nominee will be contacted. The Student Administration Manager is then responsible for contacting the relevant member of the training staff.) If, following discussion with the relevant staff member, the student remains dissatisfied with the outcome, the following arrangements will apply: a) The staff member involved will write a report of the student's enquiry and the informal review (including relevant dates) and notify the Training Supervisor accordingly. The report will document the decision and reason for the decision of the member of staff. b) The student will contact the Student Administration Section, who will advise the Training Supervisor. The student will be required to provide evidence to support the review process. c) The Training Supervisor will have responsibility for convening a review and review panel members as soon as possible. Panel members may include: • Training Supervisor • Workplace supervisor/assessor • Student • Student representation (optional)
Informal Review	

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and Resolution Process (cont)	d) The Training Supervisor will ensure that the student has access to relevant assessments and reports prior to the review and that appropriate written reports are filed in the Institute's records. After reviewing the evidence, the informal Review and Resolution Panel will propose one of the following outcomes: • Continue placement • Upgrade to competent • Undergo additional assessment (content to be agreed to by participants) • Confirm the assessment of 'Not Yet Competent' – agreement reached. *In this case, the Informal Review and Resolution Panel members will recommend that the student undergo Additional Assessment (detailed below) or that the student withdraw or be excluded from the course.* • Confirm the assessment of 'Not Yet Competent' – agreement **not** reached. *In this case a panel participant, who is dissatisfied with the outcomes, may submit a written request for a Formal Review and Resolution (see section below).* Additional Assessment may be one of the following: • Repeat placement A 'Not Yet Competent' assessment would be assigned and the student required to re-enrol in the work placement competencies/unit of competency. The work placement may be in the same workplace and/or with the same work supervisor, subject to the agreement of the training supervisor and the student. • Supplementary assessment tasks. Supplementary assessment tasks may be assigned by the panel to address the areas of unsatisfactory performance. These may comprise classroom based activities or additional time in the workplace. A student will not normally be assigned more than one repeat placement for a single work placement competency/units of competency. Where a student is unsuccessful in repeating the competency/units of competency, an "at risk" letter is generated.
Formal Review and Resolution Process	A participant, including the student, who is dissatisfied with the outcome of the Informal Review and Resolution process, may submit an appeal in writing to the CEO for Formal Resolution, in accordance with the Complaints and Appeals Procedure.
Assessment Review, Validation and Moderation	At the conclusion of each 10 week term, courses/units will be reviewed in terms of implementing improvement requests. A forum comprising the CEO, Manager Quality Improvement, Trainers and an Industry representative (where appropriate) will meet to verify improvement actions as a result of: • The implementation of a new training package

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Assessment Review, Validation and Moderation (cont)	• Assessment change recommendations from staff and students • Outcomes from stakeholder surveys • Recommendations from staff meetings. The forum will meet and sign off all assessment change recommendations after considering: • Compliance with assessment guidelines in applicable Training Packages • Critical aspects of evidence provided • How the evidence for evaluating the assessment practice was collected (ie validation forms, minutes from staff meetings, etc) • Should the assessment change have an impact on clustered and/or prerequisite units • Any legal and ethical responsibilities impacting on stakeholders • Language and literacy requirements • Resources required as a result of any improvements • Impact on staff qualifications • Consistency of performance • Context of assessment (holistic assessment) All changes will be signed off by the CEO and implemented before the next Assessment/Course Review, Validation and Moderation Meeting.

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Review/ Amendment history

Policy Approved by: Chief Executive Officer

Responsible Officer: Chief Executive Officer

Next Policy Review Date: April 2017

Version	Date	Details
1.0	July 2014	Policy issued
2.0	Dec 2014	Updated to reflect Standards for Registered Training Organisations (RTOs) 2015
3.0	April 2015	Updated to reflect NVR 2015 Standards
4.0	April 2016	No material changes

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