Australian College
Empowering Everyone

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Assessment Policy and Procedure

Purpose

The Assessment Policy and Procedure aims to:

- guide the means by which a student's competence is assessed fairly and equitably, in accordance with relevant training package or course requirements, and the requirements of the *Standards for Registered Training Organisations 2015* (RTO Standards); and
- provide information to students about their obligations when undertaking assessments leading to award of a nationally recognised qualification or statement of attainment;

This *Assessment Policy and Procedure* document addresses assessment requirements of Standards 1 and 2 of the Standards for Registered Training Organisations (RTOs) 2015 and the requirements of the Australian Qualifications Framework (AQF).

This policy also outlines Australian College's roles and responsibilities in the assessment process and in accordance with regulatory requirements, guidelines and policies issued by ASQA and assessment criterion contained within the relevant National Training Packages.

Scope

The Assessment Policy and Procedure refers to the assessment of all qualifications and units of competence delivered by Australian College and applies to all students and staff involved in the provision of education and training products for students and clients, including contractors providing those services on our behalf.

This policy and procedure specifically covers:

- Assessment activities being conducted against nationally recognised units of competence;
- Assessment Tools developed, reviewed and/or contextualised by Australian College to meet the requirements of a unit of competence;
- Recognition of Prior Learning;

It provides guidelines for Australian College's students and assessors to;

- meet regulatory compliance including the Standards as specified by the National VET Regulator;
- provide a standardised and systematic process to managing Australian College assessment processes; and
- meet student services standards and the principles of access & equity.

Definitions

Assessment - Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course. Assessment methodology may include but is not limited to question and answer tasks, observational assessment, analysis of case studies, workplace assessment, research and project tasks.

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

Assessment System - Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence**.** *(See Standards for Registered Training Organisations (RTOs) 2015 – Glossary).*

Quality Assessment - Quality assessment is the collection and evaluation of evidence to ensure that astudent's competency is assessed according to the 'rules of evidence'.

Summative Assessment - Assessment is said to be summative when it is reported at the end of a training program and used to make a decision about the extent to which a student has achieved the competencies required of the training. Summative assessment usually involves the collection and evaluation of more than one form or item of evidence to make the final assessment decision.

Formative Assessment - Formative assessment is part of the learning process and is intended to help students learn or to check their progress. Formative assessment does not contribute to the competency decision.

UoC - Unit of Competence

Policy

Assessment System

Australian College recognises that assessment is a core service offered to our students (learners) and is at the centre of our operations as a Registered Training Organisation to provide quality training and assessment. Australian College implements an assessment system (including recognition of prior learning) that ensures the skills and knowledge of students are assessed using the following determinants:

- Assessment occurs within the Australian Vocational Educational and Training (VET) Framework and complies with the assessment requirements of the relevant training package or VET accredited course.
- Assessment materials and results will be validated according to the Standards for RTO's 2015.
- Moderation of assessment decisions will be conducted internally on a regular basis to ensure consistence of assessment.
- Information about the assessment processes of a course will be provided to students prior to enrolment or before the start of a course, whichever comes first.
- Assessment tasks and processes will be designed to provide sufficient evidence to enable a judgement to be made about whether competency has been attained. Evidence may be gathered across several assessment items, as necessary. The assessment and the criteria against which assessment decisions are made will be made available to students.
- Assessment activities, student results and feedback form part of the systematic continuous improvement cycle embedded in Australian College *Continuous Improvement Policy*.
- Assessment methods and practices are relevant to the needs of industry and informed by industry engagement.
- Assessment schedules are prepared for each course to facilitate workplace-oriented outcomes that minimise the assessment load on students, without compromising the integrity of the assessment.
- The assessment process will provide for quality constructive feedback to the student about the outcomes of the assessment and guidance on future options.
- The assessment process will provide for credit transfer and recognition of prior learning (RPL) consistent with Australian College *Recognition of Prior Learning Policy*.
- Assessment meets the Principles of Assessment.
- Evidence submitted for assessment is guided by the Rules of Evidence prior to marking.
- Assessment is conducted by qualified and experienced Assessors.

Quality Assessment

Assessment involves collecting and interpreting evidence submitted by a student in order for a qualified and experienced assessor to make a decision to determine current competency. *Quality assessment* is the collection and evaluation of evidence to ensure that a student's competency is assessed according to the 'rules of evidence' and using the following guidelines:

- Assessment is conducted in accordance with the Principles of Assessment.
- Evidence submitted for assessment is guided by the Rules of Evidence.
- Evidence is evaluated in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills.
- Assessment decisions are based on the competency requirements, addressing the applicable Unit of Competence, including knowledge and performance evidence and in accordance with assessment conditions.
- If applicable, target industry or enterprise requirements are contextualised and integrated within the assessment itself.

Principles of Assessment

In the delivery of assessment services, Australian College applies the Principles of Assessment, as follows:

- **Validity**. Any assessment decision made by Australian College is justified, based on the evidence of performance of the individual student.

  Validity requires:

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

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

- **Flexibility**. Assessment is flexible to the individual student by:
  o reflecting the student's needs;
  o assessing competencies held by the student no matter how or where they have been acquired; and
  o 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.

- **Fairness**. The individual student's needs are considered in the assessment process.
  o Where appropriate, reasonable adjustments are applied by Australian College to take into account the individual student's needs.
  o Australian College 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.

Rules of Evidence

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

- **Sufficiency**. 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.
- **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.
- **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.

The **Principles of Assessment** and **Rules of Evidence** are specifically used at Australian College:

- in the Training and Assessment Strategies;
- during the process of writing or editing assessments;
- in the induction training for assessors;
- in the process of assessment; and
- in the process of validation.

Competency Based Assessment

Australian College utilises competency-based assessments. Competency based assessment is a system of collecting evidence about a person's performance to a pre-set standard and forms the framework for quality assessment. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, only Competent (C) or Not Yet Competent (NYC). The training is focused and allows for greater participation of the student in the assessment process.

Competency based assessment can occur at different pre-scheduled intervals throughout the assessment process.

- *Diagnostic* also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- *Formative* assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer/assessor on what development activities are needed to achieve the required competencies.
- *Summative* assessment is cumulative evaluation of achievement of the training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements which will result in the Statement of Attainment or Qualification.

Industry Consultation

Australian College is well placed to collaborate with current industry associations in order to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competence will be incorporated to ensure our students are well prepared for their workplace duties.

The Assessor

The primary role of the Assessor is to objectively assess and judge a Student's knowledge and evidence of competence against a set of standards. In essence, an Assessor must:

- Ensure the safety of the personnel involved in the assessment activity is maintained at all times;
- Interpret and understand the performance criteria and evidence guides;
- Select appropriate assessment methods;
- Select and/or develop appropriate assessment materials;
- Ensure that evidence meets the UoC requirements;
- Ensure that the evidence is valid, authentic, consistent, current and sufficient;
- Make fair and objective judgements.

Competence of Assessors

In accordance with the Standards for Registered Training Organisations (RTOs) 2015, assessors are required to hold the assessor credentials and the vocational competencies at least to the level being assessed. *(See Standards for Registered Training Organisations (RTOs) 2015, Standard 1, Clauses 1.13 – 1.25)*

Australian College's Quality and Compliance Manager ensures that each assessor is appropriately qualified as prescribed in the Standards for RTO's 2015 Clause 1.13, 1.14 and Schedule 1.

Further information can be found in Australian College's *Trainer/Assessor Requirements Policy.*

Assessment on behalf of Australian College

Australian College is ultimately responsible for ensuring quality of assessment within the organisation and scope of registration, regardless of any third-party arrangements where assessment is delivered on behalf of Australian College.

Assessment Information

Assessment information is the information provided to both students and assessors to guide the required resources, conducting of the assessment and the completion of assessment activities. This information is used to draw out a response from a student.

Examples of assessment information include:

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

Australian College staff will prepare the assessment information for all assessment activities to provide to the Assessor and the Student. These assessment activities are consistently validated according to Australian College's *Assessment Validation Policy and Procedure*.

At Australian College the assessment activities are supported by clear assessment instructions and information to maintain a reliable, valid and authentic assessment. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity.

Assessment Tools

Assessment tools are the collection of methods (electronic or hard copy) used to assess a student's knowledge and skill and gather evidence about a student's competence against a unit of competency. All developed assessment tools support the principles of assessment and rules of evidence.

Assessment strategies and tools are developed in consultation with industry, including validation processes. Each Assessment Tool is developed and mapped to meet the requirements of industry Training Packages and fit with the requirements of the target industry and enterprise.

When units of competence are associated with licensing requirements, trainers/assessors will inform students verbally and in writing of the additional requirements this imposes prior to commencing the unit.

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

- Multiple choice questions
- Written questions
- Case studies, simulation exercises or role-plays
- Projects
- Portfolios, such as collections of work samples by the student
- Observations
- Direct Observations
- Third Party Reports
- Journal/logbook

This list of assessment tools identifies only a small number of assessment tools which are in use in the VET sector today. These are, however, the more common tools and support holistic assessment methods favoured by Australian College.

Assessment Context

Australian College recognises the importance of establishing the context for students during their assessment. Assessment context refers to both the physical and non-physical environment, in which skills and knowledge are assessed. This may be a workplace or simulated workplace environment, such as an office setting, a distribution warehouse or an early childhood education centre. The non-physical environment refers to things such as workplace policy and procedures, workplace culture and equipment and workplace staff. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

Students are to be provided with the right context to undertake their assessment activities. To achieve this, Australian College will apply the following strategies:

- if possible, incorporating the student's own workplace policies and procedures into an assessment.

- conducting the assessment in the student's workplace whilst performing workplace tasks, using equipment and interacting with other staff, which are relevant to the unit of competency.

- integrating relevant industry codes of practice, charters, and other industry information into the assessment.

- incorporating relevant job descriptions and workplace procedures and forms for students to alignwith situations within case studies and simulated workplace scenarios.

- providing a realistic simulated workplace situation within Australian College online facilities.

Recognition

Recognition of Prior Learning

Australian College offers each student the opportunity to access and seek recognition of their prior learning.Further information is available from Australian College's *'Recognition of Prior Learning and Credit Transfer Policy'.*

Credit Transfer

Australian College offers each student the opportunity to apply for credit transfer for previous units of competency attained from other RTO's. Further information is available from Australian College's *'Recognition of Prior Learning and Credit Transfer Policy'.*

Reasonable Adjustment to Assessment

Reasonable adjustment refers to adjustments that can be made to the way in which evidence of student's performance can be collected for assessment.

Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.

Applications for adjustment can be provided at enrolment and/or submitted to the Head of Faculty prior to the commencement of any unit of competency.

Whilst such adjustments are permissible, they must not compromise the integrity of the overall assessmentand assessors must ensure that the Rules of Evidence and Principles of Assessment are adhered to.

Examples of reasonable adjustment include, but are not limited to, the following:

- Extending of modifying time frames for assessment;
- Considering the impact of the type of assessment task on the student with a disability or special need;
- Using oral assessment (presentations, recorded responses and/or online interviews) as alternatives to written tasks;
- Ensuring the language of assessment instruments does not create barriers (e.g. use of plain English).

Adjustments to assessment will not provide an unfair advantage / disadvantage to students.

Assessment Validation

Australian College will facilitate regular assessment validation opportunities to maintain quality assessment practice and methods and to continuously improve assessment strategies. Further information is available from Australian College's *'Assessment Validation Policy and Procedure'.*

Assessment Preparation

Prior to conducting an assessment, students are informed of the context and purpose of the assessment and the assessment process itself. This includes informing the student about the number and types of assessments, the assessment method(s) and alternative assessment methods which are available, to provide fairness and flexibility to students with special needs. Information will also be included at the start of each unit or course as to the assessment processes, number of assessments, types of assessment and the individual weighting of each assessment, if applicable.

All assessments are subject to a risk assessment process. Where applicable, *Safe Work Method Statement* or other controls to mitigate risk to any health and safety hazards which may affect the students or assessor may be implemented.

Student Obligations

Students have certain obligations with regard to assessment and the assessment process. It is the student's responsibility to familiarise themselves with these obligations and ensure they are met:

- Assessment submissions must be the student's own work. Students must sign the declaration as they submit their assessments confirming that the assessment is their own work and that they are aware of the requirements relating to collusion and plagiarism, including the penalties.
- Comply with Australian College's rules, regulations and relevant policies.
- Submit assessments on time.

Assessment Submissions

It is the responsibility of students to submit their assessments by the due date (ie assessments for one unit per month).

Assessments must be successfully completed within the timeframe specified in the *Course Training Schedule* as issued by Australian College at the time of course commencement.

All assessments submitted must include a completed student 'Assessment Cover Sheet', for the purposes of student identification, assessment methods and declaration.

Extensions and Special Considerations

Special considerations may be granted if through misadventure (e.g. illness, bereavement, personal trauma or increased workload at their place of work) a student is prevented from completing an assessment or believes that their performance in an assessment event was affected by an incident.

Students can seek special consideration by contacting the Head of Faculty. Students will be required to specify their reason for applying and include supporting evidence such as medical certificates or any other relevant documentation.

Upon receipt, the Head of Faculty will review and notify the student in writing of the outcome within five (5) working days. Students may use the *Complaints and Appeals Policy and Procedure* to formally appeal a decision.

Assessment Marking

When marking assessments, Assessors will make comments, provide genuine feedback for the entire assessment, and ensure assessments are marked in order of submission date.

Assessment outcomes are recorded as one of the following:

- In progress – The outcome for the student is deemed as 'In progress' when they have submitted a portion of the assessment tasks required for a unit of competency and is working towards full competency.
- Competency Achieved – The outcome for the student is deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for all assessment tasks for a full unit/module.
- Competency Not Achieved – The outcome for the student is deemed as 'Competency Not Achieved' when they are unable/have not demonstrated appropriate competence in accordance with the minimum performance standards for a full unit.

Feedback

Students will be given feedback from their assessor on the outcomes of assessment. Trainers/Assessors provide formal and informal feedback to students about the assessment processes used throughout the qualifications, courses and units of competency.

Assessment Attempts

Students will submit their assessment for marking. If for any reason they are deemed as 'Not Yet Satisfactory', they have two (2) additional attempts. If after the second attempt, the Student has not completed the task satisfactorily, the assessor must make alternative arrangements for assessment. Depending on the task, this may include:

- resubmitting incorrect answers to questions (such as short answer questions and case studies);
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task;
- re-doing a role play after being provided with appropriate feedback about their original performance;
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

The course fees include only the first assessment. Further assessment attempts (second and third) will incur a fee for each assessment re-submission.

For more information, please refer to Australian College's *'Fees, Charges and Refunds Policy'* and the *'Fees and Charges List',* both available on our website.

Re-Assessment

When a Student's submitted assessments are marked as 'Not Yet Satisfactory', students will be provided feedback by their Assessor on the parts of the assessment which need to be reviewed and addressed.

Students are supported and given feedback by the Assessor in order to address the gaps and develop their skills and knowledge in preparation for resubmission. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between the student and the assessor.

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In all circumstances, the re-assessment is to be a planned activity that is conducted in accordance with the assessment procedures, unit assessment requirements, principles of assessment and rules of evidence.

In the event that all options are exhausted, Australian College will record the unit of competency as 'Competency Not Achieved' against the student's enrolment record.

Plagiarism, Collusion and Cheating

Students are expected to follow all assessment rules and procedures. Proven acts of academic misconduct will incur penalties under Australian College's '*Academic Integrity Policy and Procedure'*.

Students cannot submit any piece of work for assessment that is not entirely their own work. Students can not submit the same piece of work for assessment as another Student.

The cases of plagiarism, cheating and collusion will be treated in a serious matter and will be reviewed and treated on a case by case basis by the Head of Faculty. When investigating any incidents, student's records will be noted, and the following actions may occur:

- Verbal or written warning;
- Receiving a "Not Yet Satisfactory" result for the assessment task;
- Suspension from the course.

Assessment Procedure

The following procedure is applied for conducting assessments:

Step 1: Prepare for Assessment

The Assessor:

- Establishes the context and purpose of the evidence to be collected.
- Identifies and analyses the unit(s) of competency, Training Package and the Australian College assessment strategy to identify the evidence requirements.
- Reviews the assessment tools and confirms their currency and adequacy in meeting the rules of evidence.
- Informs and encourages student(s) to apply for Recognition of Prior Learning (RPL) or CreditTransfer (CT) where relevant.

Step 2: Prepare the Student

The Assessor discusses with the student:

- the context and purpose of the assessment and the assessment process;
- the unit/s of competency to be assessed and the evidence to be collected;
- outlines the assessment procedure and the preparation the student should undertake and answerany questions the student may have;
- assesses the needs of the student and, where applicable, negotiates reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;
- seeks feedback regarding the student's understanding of the unit/s of competency, evidence requirements and assessment process;
- determines if the student is ready for assessment and, in consultation with the student, decides onthe time and place of the assessment.

Access and Equity

In accordance with the *Access and Equity Policy*, Australian College operates without bias, discrimination or harassment, and expects the same from all participants in our courses. More information can be found in the Student Handbook and Australian College's *Access and Equity Policy and Procedure*.

Step 3: Plans and prepares the evidence gathering process

The Assessor:

- Establishes a plan for gathering sufficient quality evidence about the student's consistentperformance in order to make the assessment decision.
- Ensures evidence collection methods meet qualification and UoC requirements.
- Sources or develops assessment materials to assist the evidence-gathering process.
- Maps evidence collection methods to UoC and qualification requirements.
- Organises equipment or resources required to support the evidence-gathering process.
- Coordinates and briefs other personnel involved in the evidence-gathering process.
- Ensures assessment is conducted within course timeframes.

Step 4: Collect the Evidence and make the Assessment Decision

The Assessor:
- Establishes and oversees the evidence-gathering process to ensure its validity, reliability, fairnessand flexibility.
- Collects appropriate evidence against the elements, performance criteria, performance andknowledge evidence in the relevant units of competency.
- Ensures assessment is conducted according to the Assessment Conditions for the relevant unit/s of competency.
- Evaluates evidence in terms of the four dimensions of competency - task skills, task managementskills, contingency management skills and job/role environment skills.
- Incorporates allowable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Evaluates the evidence in terms of validity, consistency, currency, authenticity and sufficiency.
- Consults and works with other staff, assessment panel members or technical experts involved in the assessment process.
- Records details of evidence collected; and makes a judgement about the student's competencebased on the evidence and the relevant unit(s) of competency.

Step 5: Provide Feedback on the Assessment

The Assessor provides information to the students about the outcomes of the assessment process. This includes providing the student with:
- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome.
- Information on re-assessment and the appeals process, if applicable.

Step 6: Record and Report the Result

Australian College has the responsibility for recording assessment outcomes and for maintaining and securing assessment records in a permanent and accessible system. Assessment records are processed inaccordance with Australian College's *Student Records Management Policy, Privacy Policy and Issuing of Qualifications Policy*.

To record and report the result, the assessor:

- Records the assessment outcome according to the policies and procedures of Australian College.
- Maintains records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of Australian College.
- Maintains the confidentiality of the assessment outcome.
- Where a 'Competency Not Achieved' result is recorded offer the students the opportunity to be re-assessed (*See Step 8*).
- Ensures the appropriate evidence is passed on to administration to organise the recording of results in the Student Management System, and the issuance of statements of attainment or qualifications according to the policies and procedures of Australian College.

Step 7: Review the Assessment Process

On completion of the assessment process, the assessor:

- Reviews the assessment process.
- Reports on the positive and negative features of the assessment to those responsible for the assessment procedures.
- If necessary, suggests to appropriate Australian College personnel ways of improving the assessment procedures through raising a *Continuous Improvement Report* or by providing input to the next scheduled assessment validation.

Step 8: Participate in the Re-Assessment and Appeals Process

Despite the best efforts of Australian College to provide quality services and outcomes to its students, a complaint may occasionally arise that requires formal resolution. The *'Complaints and Appeals Handling Policy and Procedure'* provides students the opportunity to formally appeal an assessment decision, with a process to ensure a fair and equitable appeal outcome.

The Assessor:

- Provides feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options.
- Provides the student with information on the reassessment and appeals process.
- Reports any assessment decision that is disputed by the student to the Head of Faculty.
- Participates in the reassessment or appeal according to the policies and procedures of Australian College.

Head of Faculty/Chief Executive Officer:

- Reviews the assessment decision.
- Facilitates a sample size for the moderation of student's assessments.
- Provides feedback to the student on the outcome of the assessment moderation.

Smart and Skilled – Commencement Activities

Students enrolled in subsidised training under the 'Smart and Skilled' program, will complete a 'Commencement Activity' at the start of each unit of competency. This involves the student participating in an activity where they have to answer a series of questions related to the unit of competency they are about to study.

This activity expects the student to read through online learning materials or conduct independent research in order to complete the tasks.

Although the tasks are mapped to some of the performance criteria in the unit descriptor and require a trainer/assessor to review and mark, these activities are not part of the unit competencies to be achieved in order to qualify for formal recognition.

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Australian College will send the 'Commencement Activity' to the Student via email to complete and return to smartandskilled@australiancollege.edu.au for marking. Students are provided with access to the online unit learning and assessment materials at the same time to enable them with study resources for this activity via the Learner Management System (LMS).

Once the completed 'Commencement Activity' is received by the College, the College emails it to the Trainer/Assessor for review and marking to be completed within 24 hours. Once marking is complete, the Trainer/Assessor emails the marked and signed activity to smartandskilled@australiancollege.edu.au for processing.

The administration team verifies that the activity is complete, signs and dates the document, then files it in the Student file.

This information is then used to report further on the student's commencement of the unit, the date of commencement being the date the Student completes the activity.

Related Policies and Forms

- Access & Equity Policy
- Assessment Validation Policy
- Recognition of Prior Learning and Credit Transfer Policy
- Training and Assessment Strategy Policy
- Complaints and Appeals Handling Policy
- Training Package Transition Policy
- Assessment Tools and Recognition Kits
- Competency Mapping (included in each Assessor Marking Guide)
- Validation and Moderation Tool
- Trainer and Assessor Profile
- Verification Consent & Credit Transfer form
- Student Handbook and Course Guides/Brochures

Relevant Legislation and Guidelines

- Standards for Registered Training Organisations 2015
- Users' Guide – Standards for Registered Training Organisations (RTOs) 2015
- National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
- Disability Standards for Education 2005
- Australian Core Skills Framework

Additional References

- Smart and Skilled Contract Terms and Conditions (current)
- Smart and Skilled Operating Guidelines (current)

Review

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by the Australian College.

Version Control and Responsible Officers

Responsible Officer:	Chief Executive Officer
Approved by:	Chief Executive Officer
Next review scheduled:	May 2024
Approved and commenced:	May 2023

Version	Authored/Reviewed by	Brief Description of Changes
V.2.0	Quality and Compliance Manager	New policy.
V.2.1	Quality and Compliance Manager	Reviewed and updated policy as follows: Included reference to the Trainer/Assessor Requirements Policy under 'Competence of Assessors' section on pg 5. Included 'Direct Observations' as method of assessments in the 'Assessment Tools' section. In the 'Assessment Submissions' section updated the 'Assessment Cover Sheet' requirements. On page 12 included a section on 'Smart and Skilled – Commencement Activities' outlining the requirements and procedure relevant to these activities. (November 2023)