

Student Assessment Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian Pacific International College approach to ensure that high quality training and assessment is provided.

This policy and associated procedures meet the requirements of Standard 1 and associated clauses of the Standards for RTOs 2015, as well as Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Development of training and assessment strategies

Training and assessment strategies are in place for all training products on scope.

Training and assessment strategies are developed:

- to meet the requirements of training packages and VET accredited courses;
- based on industry needs;
- to enable students to meet the requirements of each unit of competency; and
- to ensure that an appropriate amount of training is provided.

Training and assessment strategies and practices are regularly reviewed as outlined in Australian Pacific International College Quality Assurance Policy and Associated Practices.

Assessment

Australian Pacific International College implements an assessment system that ensures that assessment (including RPL):

- meets the requirements of the relevant training package and VET accredited course
- is conducted in accordance with the Principles of Assessment and Rules of Evidence.

Australian Pacific International College conducts assessment validation to meet the requirements of the Standards for RTOs 2015, including developing a plan for assessment validation.

Assessment evidence is retained to meet ASQA's General Direction on retention requirements for completed student assessment items.

Upon enrolment at Australian Pacific International College, the student will receive a training plan (or course timetable) with assessment due dates. Assessments for full qualifications must be completed by due dates on the training. Requests for extension beyond the final completion date must be made to and approved by the Academic Manager.

Written assessment tasks will be marked, and feedback returned to the student within a reasonable timeframe. Workplace assessments can be undertaken as per the work placement schedule for classroom based students or negotiated between trainer and student for workplace based students.

Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies and short answer questions.

Assessment conditions will ensure a simulated workplace environment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

Training Materials

- Australian Pacific International College has purchased and contextualised training and assessment resources from RTO Works, specifically their Hospitality Works and Business Works range, and has a complete set of training materials which includes the following:
 - **User Guide:** Provides important information relating to the delivery of quality training and assessment.
 - **Trainer Guide:** The Trainer Guide provides the trainer with training content, activities, delivery resources, and links to videos, further reading and additional material to help guide delivery. Fact sheets are also included. The Trainer Guide is in the 'Training' folder for each unit.
 - **Student Guide:** The Student Guide provides students with learning content, activities and links to videos, further reading and additional material to help develop knowledge and skills. Fact sheets are also included.
 - **PowerPoint presentation:** Each trainer and student guide is supported by a PowerPoint presentation. The slides highlight key learning points.
 - **Trainer Guide Mapping:** A trainer guide mapping is included with each unit of competency. It shows how the content of each guide aligns to the unit of competency. A trainer guide mapping is found in the 'Training' folder for each unit.

Assessment Materials

- Australian Pacific International College has purchased and contextualised training and assessment resources from RTO Works, specifically their Hospitality Works and Business Works range, and has a complete set of assessment materials which includes the following:

- **User Guide:** Provides important information relating to the delivery of quality training and assessment.
- **Assessor Marking Guide:** The Assessor Marking Guide includes assessment tasks, checklists and marking guidance. It also provides unit-specific advice on delivering assessment.
- **Student Assessment Tasks:** The Student Assessment Tasks include the tasks as well as guidance about how to complete each assessment. Submission information and relevant forms are also included. The Student Assessment Tasks can be found in the 'Assessment' folder for each unit.
- **Assessment Mapping:** A mapping guide is included as a separate document to show how each assessment task maps to the unit of competency. There is an assessment mapping in the 'Mapping' folder for each unit of competency.
- **Supporting resources:** Supporting resources include forms, templates and checklists that should be used when preparing for and marking assessment tasks. There are relevant supporting resources in the 'Assessor resources' folder for each unit of competency and a list of the supporting resources relevant to each assessment task in the Assessor Marking Guide.

Credit transfer and RPL

- Credit towards a student's course can be provided by credit transfer or RPL. This means that students do not have to repeat units (or equivalent) already achieved and can be recognised for formal and informal learning, skills and experience.
- Australian Pacific International College will review all AQF certification and authenticate it as part of the process of awarding credit.
- Applicants who wish to apply for RPL will be provided with a Candidate Kit. The RPL process will be followed as per the Training and Assessment Policy and Associated Procedures.
- Applicants will be advised in writing of the outcome of their application for credit transfer and/or RPL. Where the credit provided results in a reduction of the duration of the course and fees, this will also be advising in writing.

Completion

- Students are issued with certification documentation following completion of their course. All certification documentation complies with Schedule 5 of the Standards and includes a mechanism to ensure it cannot be fraudulently reproduced.
- Certification documentation will only be issued where the student's USI is on file and has been verified and where the student has paid their fees in full.
- Certification will be issued within 30 days of completion subject to the payment of all fees. All certificates issued are recorded in the Student Management System and are kept for a period of 30 years.
- Confirmation of the issuing of certificates will be provided to those who need to verify certificates.
- Certificates can be reissued on request.

Procedures

1 Assessment Methods

- 1.1 Various methods of assessment will be conducted for each competency. Some of the methods include:

Assessment Methods (Evidence Gathering Techniques)	Explanation
Written questions	Assessment of knowledge evidence by answering short answer questions.
Case Study	Real-life situations in which problems need to be solved which aim to develop students reasoning, problem-solving and decision-making skills
Project / Assignment	Students will use diverse skills such as researching, writing, interviewing, collaboration to produce various work products / reports
Role play	Students take on different roles, assuming a profile of a character or personality, and interact and participate in diver and complex learning settings
Observation	Assessment of skills during role-play or in simulated or workplace environments. In the training kitchen the simulated environment is created through access to the full range of facilities and equipment as listed for the commercial kitchen.

2 Assessment Criteria

- 2.1 Assessments should provide opportunity for students to be informed of the context and purpose of the assessment and the assessment process. This will include, but will not be limited to, information regarding assessment methods and alternative assessment methods if required to accommodate special needs or circumstances.
- 2.2 Information will be included with the introduction of each unit to advise students of the assessment processes, number of assessments, types of assessment and, if applicable, the individual weighting of each assessment.
- 2.3 Trainer and Assessors discuss and provide feedback as to the outcomes of the assessment process and guidance on future options.

3 Assessment Information

- 3.1 Prior to any assessment task being issued to students, APIC must provide students with sufficient information about the assessment process.
- 3.2 This should include, as a minimum, the timeframes for assessment, the assessment requirements, the criteria that will be used to assess the student and any other information that may impact on the student undertaking the assessment task.

4 Absent, Extensions, Late assessment submission

4.1 Absents:

Students who are absent to assessments without valid reason will receive 'Not Yet Competent' result. The Academic Manager will ensure that sufficient evidence is kept in student files for student absences and approved leave of absences.

4.2 Extensions:

Students who need extension to complete or submit their assessments must seek approval from the Academic Manager. Extensions can only be granted on the basis of compassionate or compelling reasons.

4.3 Late submission:

Any assessments submitted after the due date is considered as late submission and may not be considered for marking unless a valid reason is provided. The Academic Manager, after considering the reasons, may approve the late submissions and may direct the assessor to mark.

4.4 Medical Certificates:

All medical certificates substantiating reasons for failure to sit an assessment must be presented to the Office Administrator.

5 Assessment Results

- 5.1 For each unit of competency, students must satisfactorily complete each assessment task to be eligible for an overall result of 'Competent'.
- 5.2 Students receive two attempts at achieving competence. Re-assessment must be undertaken within four weeks of the declaration of results.

6 Feedback to Students

- 6.1 Trainers / Assessors will provide feedback to the students on their performance. This feedback may include one or more of the following:
- A Satisfactory / Not Yet Satisfactory on their assessment.
 - Comments on their assessment.

- A written evaluation sheets.
- Oral feedback on their overall performance.

6.2 If the student is not satisfied with the feedback given on their work, they can discuss their work with the trainer / assessor directly.

7 Appealing against Assessment Results

7.1 Any student who believes that the outcome awarded for an assessment or subject does not fairly reflect their achievement has the right to an appeal. Please refer to the Complaints and Appeals Policy.

8 Benchmarks for Assessment

8.1 Assessment is the process of collecting evidence and making judgements about whether competency has been achieved, and to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

8.2 APIC will ensure that all assessment tools / instruments have a benchmark / marking guide, to provide consistency for trainers / assessors making judgements for assessment outcomes.

8.3 In the areas of work covered by the Training Packages, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by APIC.

9 Recording of Assessment Outcomes

9.1 At the conclusion of the assessment, the results are to be recorded on the 'Final Results Record' and handed to administration for recording in the Student Management System.

9.2 APIC will ensure that assessment results will be recorded and records maintained as per Standards for Registered Training Organisations (SRTOs) 2015 and legislative requirements.

10 Reasonable Adjustments

10.1 From time to time, APIC will encounter students with particular needs and will make all reasonable adjustments to ensure that the participant is able to equitably participate in the training and have equal opportunity to complete the training.

10.2 APIC may customise certain aspects of training and assessment to permit equity. This will be done on an individual basis to meet the unique needs of the student.

10.3 Students, who cannot attend classes due to injury, geographic dispersion or other valid reason, may be provided with class notes and recorded instruction to enable them the opportunity to complete the course by distance.

- 10.4 APIC has given a commitment to ensure equity in training and will honour that commitment where it is reasonable as determined by the respective trainer and the CEO, or their delegate.
- 10.5 Any reasonable adjustments made to the assessment strategies / tasks will be recorded on the 'Assessment Task Coversheet' by the trainers/ assessors.

11 Finalise certification

- 11.1 Record student assessment outcomes on the Student Management System on receipt of marked work from trainers/assessors.
- 11.2 Once all units have been completed, check that the student has paid all fees and charges.
- 11.3 Contact the student in writing regarding unpaid fees and charges if applicable.
- 11.4 Check the student's USI is on file and contact the student in writing if this has not been received.
- 11.5 Populate the testamur and record of results or statement of attainment with the student and award details.
- 11.6 Sign certification (authorised signatory).
- 11.7 Have the certification ready within 30 days of the student having been assessed as meeting all of the requirements of their course (and having paid all of their fees and charges).

Responsibilities

The Administration and Student Support Officer will be responsible for:

- all communications with the students and trainers and assessors
- updating students assessment outcomes in the student management system
- student file maintenance.

The Academic Manager will be responsible for:

- preparing and finalizing training and assessment strategies
- procuring learning and assessment resources
- reviewing and approving all applications for credit transfer.
- coordinating notification of changes to services and updating agreements.

Trainers and assessors are responsible for:


- quality review of learning and assessment tools
- delivery of learning activities

- conducting Assessments
- assessing RPL applications

PEO is responsible for:

- Issuing of testamur and record of results or statement of attainment
- Compliance with Standards for RTOs 2015 and National Code 2018

Approvals and document control

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