



Training and Assessment Policy and Procedure

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Training and Assessment Policy and Procedure

Purpose

The purpose of this policy and procedure is to outline the approach taken by Institute of Business Management (VIC) to deliver high quality training and assessment to its learners. This policy aligns closely to Standard 1 from the Standards for RTOs and ensures the strategies and practices used in relation to training and assessment are responsive to industry and learner needs and meet the requirements of the qualifications and courses provided. This policy also addresses Standards 6, and 8 from the National Code 2018.

Scope of the policy

This policy applies to IBM (VIC) which is a Registered Training Organisation (RTO) for providing training and assessment for its international learners and all staff including trainers and assessors who deal with all matters concerning Vocational Education and Training (VET). This policy supports the ESOS National Code 2018, and Standards for Registered Training Organisations (RTOs) 2015 – Standard 1, and 8.

Responsibility

The CEO/Head of training is responsible for the implementation of this policy and procedures and to ensure that all relevant staff are aware of the policy requirements, and they are trained for policy and procedures application and implementation. Trainers and assessors are responsible to follow this policy and procedures in their job roles.

Policy

1. Delivery of quality training

Institute of Business Management (VIC) provides quality training to its learners for all Courses in IBM (VIC)'s scope of registration. This means:

- a) Providing an appropriate amount of training for each Course to ensure effective outcomes for learners in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
- b) Providing suitable educational and support services sufficient to meet the numbers of learners enrolled with the RTO.
- c) Providing training resources that are accessible to learners regardless of their location or mode of delivery.
- d) Ensuring that there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO's *Skilled Trainers and Assessors Policy and Procedures*, who are able to deliver the Courses on the RTO's scope to the number of learners enrolled with the RTO.
- e) Identifying the support that each individual learner needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

2. Training and Assessment Strategies and industry consultation

In line with Institute of Business Management (VIC)'s *Course Development and Review Policy and Procedure*:

- a) Institute of Business Management (VIC) engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
- b) A comprehensive Training and Assessment Strategy is developed and implemented for each Course on Institute of Business Management (VIC)'s Scope of Registration.
- c) Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
- d) Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
- e) Training and Assessment Strategies are designed to be detailed to ensure that they can be used as the roadmap to the delivery of each course, in conjunction with Institute of Business Management (VIC)'s policies and procedures.
- f) Trainers and assessors are provided with the Training and Assessment Strategy for each Course they train and/or assess to ensure consistency and compliance with the requirements.

3. Suitable and sufficient resources.

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

4. Assessment principles.

- Institute of Business Management (VIC) has an assessment system that ensures assessment:
 - a) Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
 - b) Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
 - c) Requires the learner to demonstrate all the skills and knowledge outlined in the components of the relevant unit of competency or module.
 - d) Requires the learner to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
 - e) Considers' the learners' dimensions of competency when making all assessment decisions.
- To ensure no learners are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- Institute of Business Management (VIC) has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the Assessment Validation Policy & Procedure for further information.

5. Assessment documentation

Assessment documentation has been developed for all units of competency in each Course. These documents include:

- a) **Learner assessment guide** that provides assessment related information including assessment process, answer length guidelines, satisfactory standards, not satisfactory standards, detail about tasks description, reasonable adjustments, appeal and complaint procedures, and guidelines for referencing to sources of information.
- b) **Assessment manual** that includes task 1, task 2, and/or task 3 with detailed instructions to the learner about the tasks they are required to complete and what evidence to provide in terms of written work and required performance standards for case studies, projects, presentations, and role-plays.
- c) **Assessor guides** and assessment Benchmarks document that includes benchmark answers for written questioning and benchmark solutions for case studies, projects, reports, presentations, and role-plays and decision-making rules for the assessor.
- d) **Assessment Marking Documents** that include Assessment Outcome Recording Sheet and marking checklists.
- e) **Direct observation checklists** for assessing candidates for role-plays, presentations, and any performance tasks such as use of technology to demonstrate software applications and carrying out ICT related tasks (For ICT qualifications) and carrying out inspections in civil construction qualifications.
- f) **Assessment Mapping Matrix documents** confirming how the assessment tasks relate to the requirements of the unit of competency of the training package.

6. Assessment Submission, Feedback, And Re-Assessment

- Learners must submit each task with a completed and signed Assessment Template within timelines specified in the assessment instructions (A template format provided to candidates for submissions with the objective of maintaining consistency of assessment submissions).
- Written and theoretical tasks will be assessed within 4 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Learners have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the learner will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a learner exhausts their attempts at re-assessment, the learner will be required to re-enrol in the unit, participate in further training, and undertake the whole assessment again.
- Learners will receive detailed feedback for each task in written and verbal form from their assessor.

Feedback process.

Assessors are provided with guidelines for feedback for Australian Vocational Education and Training (VET) assessments that require consideration of various factors. These guidelines play a crucial role in ensuring fairness, transparency, and effectiveness in the assessment process. Assessor Feedback Guidelines are an indispensable component for maintaining educational standards and fostering continuous improvement. These guidelines serve as a roadmap for assessors to provide constructive feedback to learners, facilitating their growth and development within the Australian VET context, which is characterised by a framework of legislation, regulations, standards, and codes.

The overarching purpose of assessor feedback is that it goes beyond just indicating right or wrong answers to questions and correct or incorrect solutions to case studies and projects including role - plays in simulated work environments. The feedback aligns with the specific elements, performance criteria and relevant foundation skills outlined in the assessment tasks, which often include case studies, projects, and written questioning as well as the learner workbook. This alignment ensures that learners receive feedback that directly addresses the competencies they are expected to demonstrate within simulated work environments.

- **Holistic Assessment**

Assessors at IBM (VIC) adopt a holistic approach, considering not only the final outcomes but also the journey taken by the learners. This includes assessing their problem-solving skills, critical thinking abilities, and their application of knowledge within the Australian context. The guidelines emphasise the need to provide feedback that helps learners understand not just what they got right or wrong but why it matters in the context of their future careers.

- **Clarity and Specificity**

Assessors at IBM (VIC) provide feedback that is clear, specific, and actionable by avoiding vague statements and instead provide detailed insights into areas where learners/candidates excelled and areas that require improvement. This approach promotes a deeper understanding of their strengths and weaknesses.

- **Timeliness**

Timely feedback is crucial for the learning process. Guidelines stress the importance of providing feedback promptly after assessments, allowing learners to reflect on their performance and make necessary adjustments.

- **Encouragement and Support**

Feedback is delivered in a constructive and encouraging manner by motivating learners/candidates to strive for improvement rather than discourage them. Additionally, assessors keep themselves open to discussions and questions from learners, fostering a supportive learning environment.

- **Continuous Professional Development**

Assessors themselves are encouraged to be open to ongoing professional development to enhance their feedback skills. This ensures that the feedback provided is of high quality and aligns with evolving educational practices and standards.

Feedback for:

- **Satisfactory outcome:** Assessors are required to provide positive feedback on their achievement and provide recommendations and suggestions for areas for further improvement or application. These recommendations aim to make the feedback more constructive and actionable, helping learners understand areas for improvement and encouraging further development.
- **Not satisfactory outcome:** Assessors highlight the areas that candidates have failed to demonstrate required performance evidence through written work and performance and explaining why work submitted and performed do not meet the expected performance criteria and standards and then provide recommendations and suggestions for improvement. These recommendations are intended to guide learners on how to improve their responses in areas where they did not meet the assessment criteria, emphasising the importance of comprehensiveness, relevance, and adherence to guidelines.

7. Assessment appeals.

- Learners have the right to make an appeal against an assessment decision by following the *Complaints and Appeals Policy and Procedure*.

8. Recognition of Prior Learning (RPL).

- Recognition of Prior Learning is available for all Courses and all learners are offered the opportunity to participate in RPL upon enrolment.
- A streamlined RPL process has been developed which requires the learner to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant.

9. Learner plagiarism, cheating and collusion.

- Learners are expected to complete all assessments ethically: without plagiarism, collusion, or cheating. Any learners suspected of unethical behaviour will be managed through the disciplinary procedures which may require the learner to attend disciplinary meetings, submit their assessment again, or for repeated acts may be asked to withdraw from the course.

10. Record keeping.

- Institute of Business Management (VIC) will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_learner_assessment_items.pdf. This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

11. Feedback and improvements

- Institute of Business Management (VIC) collects feedback about its training and assessment practices and systems from learners, trainers/assessors, and industry. Feedback will be collected regularly, collated, and analysed in order to bring about effective improvements. Refer to the *Quality Assurance Policy & Procedures* for further details.

Procedure

Training preparation and delivery

Reference to SRTOs: Clause 1.3 and 1.7 & National Code: Standard 8

Session plans and supporting materials.

- Sessions are to be delivered using the approved session plan for the unit.
- Session plans are a summary of the content and activities to be covered in each session and refer the trainer to relevant parts of learning and assessment materials to be covered.
- They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan.
- Session plans ensure that what should be covered in a session is covered. Trainers can adjust session content to suit the needs of the group where required.
- Trainers should provide feedback for improvement to session content and materials.

Session delivery

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- All sessions are to be delivered according to the approved sessions of session plans.
- The trainer should set up the training room to suit the requirements of the session.
- All learners should sign the Attendance Roll.
- The trainer should ensure all details on the roll are correct and all learners have signed, and trainers sign to confirm.
- Trainers should collect session feedback as required according to the Quality Assurance Procedures on Feedback and Surveys.
- Learners may require individual support during, before and after training. This should be documented accordingly.
- The completed attendance roll should be provided to the admin for data entry within one week.

Simulated workplace environments.

- Simulated workplace environments to be used in training room should be set up to accurately reflect a real work environment as closely as possible.
- Information on how this is to be set up are outlined in the TAS.
- Simulated environments should be used during training so that learners have the opportunity to practice skills using appropriate facilities and equipment that might normally be used in a workplace.
- Assessments occur in a simulated environment as allowed and suitable by the Training Package or VET Accredited Course
- Additionally, assessors are required to use organise training audios and videos for training delivery in line with the relevant unit of competency.

Learning process – The Learners.

The learning process at the Institute of Business Management (VIC) is meticulously designed to ensure that learners engage deeply with their chosen fields, gaining both theoretical knowledge and practical skills necessary for competency-based units of competency. This approach is underpinned by a commitment to providing an educational experience that not only meets but exceeds national standards, preparing learners for real-world challenges and success in their respective industries.

Engaging with the Course

Learners at IBM (VIC) embark on a structured journey through their curriculum, which is rich in relevant content and tailored to the needs of the modern workforce. Each unit of competency is delivered with a clear focus on the application of knowledge in practical settings, ensuring that learning is both meaningful and directly transferable to workplace scenarios.

Interactive Learning Environments

Our training methodologies prioritise interactive learning environments where learners are encouraged to engage in discussions, group work, and hands-on projects. This collaborative approach fosters a deeper understanding of course material and promotes the development of critical thinking and problem-solving skills, which are essential for demonstrating competency.

Real-World Application

IBM (VIC) emphasises the importance of real-world application in the learning process. Through case studies, simulations, and workplace-based assignments, learners are given numerous opportunities to apply their knowledge and skills in contexts that mirror the challenges and complexities of their future professional environments. This practical emphasis ensures that learners not only understand the theoretical underpinnings of their studies but also can adeptly apply this knowledge in a competent and effective manner.

Learning Activities

Learning Activities at the end of the delivery of each knowledge evidence item and performance criterion is a strategic approach to reinforce learning and ensure the practical application of

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theoretical knowledge. This section is designed to engage learners in activities that solidify their understanding, enhance skill development, and prepare them for the assessment of competencies. Below is an outline of how these learning activities can be structured and implemented at the Institute of Business Management (VIC) for competency-based units of competency.

Formative Assessment for Learning

IBM (VIC)'s assessment strategy is integrally linked to the learning process, designed not only to evaluate competency but also to enhance learning. Formative Assessments are used as an opportunity for learners to receive constructive feedback, identify learning gaps, and solidify their understanding of key concepts and skills. Learners at IBM (VIC) are not only prepared to achieve the required competencies in their units of study but are also equipped with the skills and knowledge to thrive in their careers and contribute meaningfully to their professions by navigating through this comprehensive learning process.

Learning Activities Section Structure

1. **Contextualisation:** Each learning activity is directly linked to the specific knowledge evidence item or performance criterion it aims to reinforce. This ensures that activities are highly relevant and targeted toward achieving the desired learning outcomes.
2. **Objectives:** Clearly defined objectives are provided for each activity, outlining what the learner is expected to achieve upon completion. This clarity helps learners understand the purpose of the activity and its relevance to their overall competency development.
3. **Activity Types:** A variety of activity types are employed to cater to different learning styles and to simulate a range of real-world scenarios. These may include:
 - a) **Case Studies:** Analysing real-life scenarios to apply theoretical knowledge and develop problem-solving skills.
 - b) **Practical Exercises:** Hands-on tasks or simulations that allow learners to practice and refine technical skills in a controlled environment.
 - c) **Group Discussions:** Facilitated discussions on relevant topics that encourage critical thinking and the sharing of ideas and perspectives.
 - d) **Reflective Journals:** Personal reflections on learning experiences, challenges faced, and knowledge gained, promoting self-assessment and deeper understanding.
 - e) **Research Projects:** Investigation and analysis of specific topics, encouraging independent learning and the application of research skills.
4. **Instructions:** Detailed instructions are provided for each activity, guiding learners through the steps they need to take to complete the task effectively. This includes any required materials, resources, or tools.
5. **Feedback and Reflection:** Opportunities for feedback and reflection are integrated into the learning activities, allowing learners to evaluate their progress, receive constructive criticism, and identify areas for improvement.
6. **Integration with Assessment:** Activities are designed to prepare learners for the assessment of the related knowledge evidence and performance criteria, ensuring that they have multiple opportunities to apply what they have learned in a variety of contexts.

Example of a Learning Activity.

Objective: To reinforce understanding of the performance criterion related to implementing workplace safety measures in a construction environment.

Timing: 45 minutes.

Activity Type: Project work and teamwork.

Activity description:

Develop a comprehensive safety protocol for a simulated construction environment, addressing common safety hazards and compliance with national safety standards.

- **Step 1:** Review the theoretical concepts related to workplace safety in the construction industry.
- **Step 2:** Identify common safety hazards in construction environment.
- **Step 3:** Develop a safety protocol that includes measures for hazard prevention, emergency response, and staff training.
- **Step 4:** Present the safety protocol in a group discussion, providing rationales for chosen strategies and receiving feedback from peers and the instructor.
- **Step 5:** Reflect on the feedback received and revise the safety protocol accordingly.

Evidence requirement: Safety Protocol Document.

- A written safety protocol that outlines the identified safety hazards in the construction environment.
- Detailed prevention measures for each identified hazard.
- Emergency response plans including but not limited to first aid, evacuation procedures, and emergency contact information.
- A staff training plan detailing the frequency of training sessions, content to be covered, and methods of delivery.
- A written summary of the feedback received from peers and the instructor during the discussion. This should include both positive aspects and areas suggested for improvement.

This structured approach to integrating learning activities ensures that learners at IBM (VIC) are actively engaged in their learning and education, leading to a deeper understanding of the curriculum and enhanced preparedness for demonstrating competency.

Continuous Feedback and Support

Throughout their educational journey, learners receive continuous feedback and support from our dedicated faculty. This ongoing engagement allows learners to identify areas for improvement, refine their skills, and deepen their knowledge base, ensuring they are well-prepared to meet the competency standards required for successful completion of their units.

Self-Directed Learning

Recognizing the importance of self-directed learning in adult education, IBM (VIC) provides resources and guidance for learners to pursue independent study and research. This aspect of the learning process empowers learners to take ownership of their educational journey, fostering a lifelong learning mindset that will benefit them throughout their careers.

Learner support

Reference to SRTOs: Clause 1.7 of Standard 1 & National Code 2018: Standard 6

In the Standards, RTOs are not required to have a language, literacy, and numeracy (LLN) assessment for all learners. Individual needs can be identified through self-assessment or identification.

Assessing individual needs

- Application or Enrolment Forms are to be reviewed to identify if the learner has indicated they require any additional support on the form.
- Individual needs may also be identified verbally during initial enquiry, entry /pre-training interviews or other.
- Where individual support needs have been identified this to be referred to the Training Manager or Trainer.

- The Training Manager or Trainer will further discuss the needs with the learner to identify how the RTO can support the learner. An individual support plan may be developed to assist the learner through the course. Or the learner may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers.
- A learner may not be offered a place for enrolment if the RTO is not able to support the learner in the course.
- An LLN assessment may be conducted to identify the level of support required.

Language, literacy, and numeracy assessments

- Learners may/will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered.
- There is a different LLN assessment for each course.
- The trainer/assessor should use the LLN Marking Guide to assess the test.
- The outcome will be used to identify the current level of LLN skills the learner has, and the support required for the course. An individual support plan may be developed to outline the support required for the learner.

Individual support plans

- For learners that have had individual support requirements identified, an Individual Support Plan will be developed which will outline the strategies used to provide the learner with additional support over and above what is normally offered in the course.
- This may include:
 - Additional one-on-one support from the trainer/assessor.
 - Assigning a mentor/coach that is able to provide additional support in the workplace and who works closely with the learner and the trainer/assessor.
 - Adjustments to the way training resources are accessed or provided.
 - Adjustments to the way assessments are to be conducted or extra time for assessments.
 - Additional online support.

Orientation

Provide an orientation on the first day of the course to international learners about adjusting to life and study. The orientation will include as a minimum the following information:

- Support services within Institute of Business Management (VIC) available including services to assist learners to meet course progress and attendance requirements Include details of services that can be provided e.g., one to one support from trainer, study groups,
- Welfare-related support services (no cost and where the learner is referred to an external service, there is no cost for the referral), including that these services are provided at no cost Include detail as access to a counsellor contracted by organisation, referral to external services – list services.
- Contact details for Institute of Business Management (VIC)'s point of contact for support.
- Details of legal services that learners may access.
- Information about and contact details for emergency and health services.
- Facilities and resources available on campus.
- Complaints and appeals processes; and
- Information on visa conditions relating to course progress and attendance.
- Remind learners that the information provided at orientation is included in the Learner Prospectus.

- Where a learner commences their course after the first day of orientation, provide the learner with a one-to-one orientation.

Ongoing support

- Provide ongoing support services to learners as required and as per the services indicated in the orientation.
- Update details of support staff if contact details change.

Reasonable adjustments

Refer SRTOs: Clause 1.7 and 1.8

- Making Reasonable Adjustments
- Reasonable Adjustments may be required to training and/or assessment methods for learners with a disability to provide them with the same educational opportunities as everyone else.
- When determining whether an adjustment is reasonable, consider the information in the above-mentioned guide and refer to the Disability Standards for Education 2005. <https://education.gov.au/disability-standards-education>
- Where a reasonable adjustment is made to assessment, this should be documented in the Assessment Record documents.

Conducting assessments

Reference to SRTOs: Clauses 1.7 and 1.8

Assessment process

The Institute of Business Management (VIC) employs a rigorous competency-based assessment approach in line with national standards and regulatory requirements. This method prioritises the evaluation of a learner's skills and knowledge in relation to predefined industry standards, rather than solely on the basis of recent or past educational experiences. Our assessment strategy is comprehensive, incorporating both performance and theoretical components across various settings, including workplace environments and classroom instruction, to align with the specific requirements of each unit of competency.

Implementation and Design of Assessment

IBM (VIC)'s assessment tasks are meticulously designed to allow learners to demonstrate their application of skills and knowledge effectively. These tasks are aimed at generating the critical evidence required for the demonstration of competency at the national standard. This evidence-based approach ensures a robust and fair assessment of each learner's abilities, catering to the diverse learning paths and experiences of our students.

Assessor Responsibilities and Learner Support

Our assessors play a pivotal role in the assessment process. They are responsible for ensuring learners are adequately prepared and fully understand the assessment criteria and methods. This includes a thorough explanation of the assessment process, the types of evidence required (e.g., written activities, case studies, demonstrations, and observations), and the procedures for evidence collection.

IBM (VIC) is committed to inclusivity and accessibility in its assessment processes. Assessors are trained to identify any special needs of learners and to make appropriate reasonable adjustments in accordance with our assessment guide. These adjustments are designed to ensure that all learners have an equitable opportunity to demonstrate their competencies, without compromising the integrity or outcomes of the assessment.

Reasonable Adjustments and Compliance

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Reasonable adjustments are a cornerstone of our assessment policy, enabling us to accommodate the diverse needs of our learners while maintaining compliance with national standards. The adjustments are carefully documented and implemented in a manner that respects the learner's needs and the assessment's objective to accurately gauge competency against industry standards. In summary, IBM (VIC)'s assessment process is characterised by its adherence to competency-based principles, a focus on performance and relevant evidence collection, assessor support and guidance, and a commitment to accessibility and fairness through reasonable adjustments. This approach not only meets the regulatory requirements but also ensures that our learners are assessed in a manner that is both equitable and reflective of real-world industry expectations.

Assessment Tasks and instruments.

Assessments methods for each unit comprise the following:

- **Written tasks** (Questioning for knowledge evidence and responses to activities). Written task for gathering knowledge evidence is included for all units.

Task 2 and 3 will be any of the following:

- **Case studies:** (covers elements, performance criteria, and foundation skills assessment including skills and knowledge application).
- **Projects** (cover elements, performance criteria, and foundation skills assessment including skills and knowledge application).
- **Role-plays** (cover elements, performance criteria, and foundation skills assessment including skills and knowledge application). These tasks cover areas that require the candidates to demonstrate performance. For example, use of technology, ICT tasks, civil construction inspections. For some units, these role-play tasks are part of the case study and project assessments and for some units it is the whole task.
- **Presentations** (cover elements, performance criteria, and foundation skills assessment including skills and knowledge application). For some units, these presentation tasks are part of the case study and project assessments and for some units it is the whole task.
- **Reports** (cover elements, performance criteria, and foundation skills assessment including skills and knowledge application). For some units, these report tasks are part of the case study and project assessments and for some units it is the whole task.

Planning assessment.

Assessments are planned according to weekly basis delivery schedule, for example, IBM (VIC)'s courses have delivery schedules for each unit of competency as follows:

- Week 1: delivery of knowledge evidence. (Some units may continue to part of week 2 depending on the magnitude of the requirements)
- Week 2: Training and learning activities including self-directed learning tasks through to the final week of the unit of competency by delivering unit elements, performance criteria, foundation skills and conducting formative assessments (i.e., sectional learning activities and elementary self-directed learning tasks).

Assessment plan.

Assessment task	3 Week's Unit	4 Week's Unit	5 Week's Unit	7 Week's Unit
Task 1	Week 2	Week 2	Week 2	Week 2
Task 2	Week 3	Week 4	Week 5	Week 7
Task 3	Week 3	Week 4	Week 5	Week 7

Rationale for assessment panning:

Assessments are planned based on training delivery plan according to session plans. Sessions are planned by using the training materials including workbook structure in line with unit descriptor and assessment requirements from the training package. At IBM (VIC) training is structured to develop

knowledge in the initial stage of training (i.e., week 1 and some units extend to part of week 2 depending on the magnitude of knowledge evidence requirement of specific unit of competency. Once the training is completed for knowledge evidence in week 1 (and part of week 2 as required) assessment task 1– written task is conducted at the end of week 2. From week 2 elements, performance criteria and foundation skills are covered by structured training through to the end of final week by completing training for the unit of competency and formatively assessing the learners on their progression to prepare for and confirm their readiness for summative skills assessments (i.e., assessment task 2 and 3 if 3 tasks are available).

Preparing for assessment

- Requirements of assessment for each unit including information such as what, why, how, when, in what condition, what evidence need to be submitted and demonstrated and instructions to carry out the task activities are provided for the candidate in the Assessment Manual and instructions are provided for assessors in the relevant Marking Guide and assessor guide.
- Ensure candidates are advised of the assessment requirements at the start of the unit.
- Ensure candidates are advised of relevant due dates for each assessment task.
- Reasonable Adjustments required should be recorded on the plan where relevant.

Assess written work and provide feedback.

- Each written Assessment Task should be submitted by the candidate with a signed and completed Assessment Submission Template. This submission template is provided with the assessment manual by instructing the candidates the mandatory requirements to use for written work submissions.
- Candidates should be advised to keep a copy of their written work as it will not be returned to them, and they are responsible for providing a new copy if an assessment goes missing in the process.

Assessment submission.

- Candidates are advised and guided to submit their assessments on LMS. In some situations of reasonable adjustment consideration, tasks can be submitted by sending them to IBM (VIC)' Admin, Assessor, or providing them to their trainer/assessor at training location (Training room/classroom) etc.
- Submitted assessment tasks should be assessed within 4 weeks of it being received.
- Provide candidates with detailed written feedback on the Assessment Task on LMS. A copy of the Assessment Marking Document will be kept on the learner's file with the assessment tasks.
- Assessors may use additional verbal questioning to fill gaps in written tasks where they deem it necessary to determine competence. This will be recorded in the Assessment Marking Document.

Assessing performance tasks.

- Performance tasks are assessed during training in the training room and/or work site visits. Instructions for completing tasks are provided in the relevant Assessment Manual.
- A record of the observations made during the assessment are recorded in the Direct Observation Checklists and or Assessment marking Checklists. During a work site visit, feedback can be documented on the Workplace Visit Form.

- Learners are given verbal summary of the feedback and recorded the feedback on the Direct Observation Checklists and or Assessment marking Checklists to provide written feedback on LMS.
- Verbal questioning will be used to confirm candidates' application of skills and knowledge as necessary by the unit of competency.

Recording outcomes.

- Record the outcome of the assessment task on the Assessment Outcome Recording Sheet in the Assessment Marking Documents.
- Each task should be given an outcome of either Satisfactory or Not Satisfactory.
- A learner will receive a 'Competent (C)' outcome once all the tasks for a unit have received a Satisfactory outcome.
- A Not Yet Competent (NYC) outcome will be recorded against a unit where either:
 - All tasks have been assessed and some or all have been marked as Not Satisfactory, or
 - Only some tasks have been completed/submitted even if they have all been marked as Satisfactory.

Resubmission.

- Learners have up to three attempts per assessment task to achieve a Satisfactory Outcome.
- Re-performance and resubmission of written work should follow the same process for feedback and recording as outlined above.
- If a learner has attempted a task three times but has not achieved a Satisfactory outcome after the third attempt, the learner must re-enrol for the unit and undertake further learning through training and individual support program.

Recognition of Prior Learning.

Reference: SRTOs: Clause 1.12 & National Code: Standard 2

Discuss RPL and provide self-assessment.

- Ensure all learners are aware that they may apply for RPL.
- Upon receiving a learner enquiry about RPL discuss prior learning that may relate to the units in the program they are enrolling in considering formal, non-formal and informal learning as described below:
 - formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or university degree)
 - non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and
 - informal learning refers to learning that results from experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
- Based on discussions, make a recommendation based on the candidates prior learning, however learners can make their own decision about whether to proceed.
- If learners still want to proceed, provide them with the RPL Self-assessment.

Candidate completes self-assessment.

- The candidate completes an initial self-assessment against the units/qualification they are seeking RPL for using the instructions included in the tool. This self-assessment process will help them decide whether RPL is a suitable pathway.

- Ensure RPL candidates have the contact details of a trainer/assessor to consult in relation to their Self-assessment if needed.

The RPL candidate should then return the completed self-assessment along with the RPL Application Form (which is included in the Self-assessment), a copy of their CV and any certified copies of relevant qualifications back to Institute of Business Management (IBM).

Assessor reviews self-assessment.

- Review the self-assessment checklists to determine if the candidate is suitable to proceed with the RPL process and record these discussions in the RPL Assessor Record (under Self-Assessment Review and Discussion). This will include contacting the candidate to discuss the following:
 - Their work experience and anything of interest in their CV (for example, has the candidate worked in a different number of job roles, have they worked in a number of different workplaces, or the same one, professional development experiences, etc.).
 - The items they ticked/did not tick in their self-assessments.
 - The items listed in their evidence brainstorm (for example, will these add value to their application, or will you see evidence of their work when they complete the assigned tasks?).
 - The third-party person – who is it, how long have they known the candidate in a professional capacity, etc.
- Decide on the candidate's suitability for RPL and:
 - If eligible, indicate those units which the candidate can proceed with RPL for in the RPL Assessor Record (Assessment Outcome Summary) and the RPL Third Party Report.
 - If the candidate's work experience, skills and knowledge do not accurately reflect the requirements of the qualification or units therein, the candidate provides the candidate with information about formal training opportunities for this qualification. The candidate can then decide as to whether they would like to enrol in the course.

Application fee and enrolment processed.

- If eligible provide the candidate with:
 - Written agreement.
 - Invoice for RPL assessment including adjusted payment plan.
 - RPL Evidence Tool.
 - RPL Third Party Report (with units indicated by the Assessor).
- Once the written agreement and application fee is received, process enrolment in accordance with Processing enrolments procedure from the Learner Administration Policy & Procedures.

Initial support call.

- Contact the candidate to discuss:
 - How to work through the RPL Evidence Tool.
 - Arrangements for workplace observations (where applicable) including:
 - Consulting with the candidate's workplace supervisor to ensure that workplace visits are scheduled appropriately.
 - Ensuring that the workplace has access to required equipment and resources.

Gathering Evidence of RPL.

- The candidate completes and submits the RPL Evidence Tool and RPL Third Party Report if relevant (Candidate can seek support and guidance from Assessor as required).
- Gather other evidence as required which may require:

- visiting the candidate’s workplace to observe completion of performance tasks (where applicable).
- completing verbal questioning (either over the phone, Skype, or other video conference tool, or in person).
- Conduct assessment of each unit of competency.

Conduct assessment of each unit of competency.

- Review the information supplied by the learner in each unit of competency using the submitted RPL Evidence Tool and ensure the RPL Third Party Report and record outcomes in the RPL Assessor Record.
- Where necessary:
 - Contact the third-party person to discuss anything that requires further clarification.
 - Contact the candidate’s professional referees to discuss the candidate’s workplace competency (where required).
 - Ensure outcomes are summarised in the Assessment Outcome Summary in the RPL Assessor Record.
- Make gap training arrangements if required.
- On completion of assessment, the following items must be returned to the candidate’s file for archiving:
 - RPL Assessor Record.
 - RPL Self-assessment.
 - RPL Evidence Tool and all evidence submitted.
 - RPL Third Party Report.
- Issue the candidate with a qualification or statement of attainment where competencies have been achieved.

Gathering feedback

- Feedback is collected from each RPL candidate using the RPL Candidate Feedback Survey to be collected in line with the Feedback Procedures in Quality Assurance Policy & Procedures.

Plagiarism, cheating and collusion.

Refer SRTOs: Clause 1.8, National Code: Standard 8.

Dealing with academic misconduct.

- Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Training Manager along with reasons for allegation. Reasons may include:
 - Similarity between learner responses
 - Use of un-referenced source materials
 - Copying of other learner’s work
 - Copy of material from the internet or textbooks
- The Training Manager and Trainer/Assessor will then address this with the learner by asking them to respond to the allegation and provide an explanation.
- The Training Manager and Trainer/Assessor will then decide about the steps to be taken. This may include:
 - Requiring the learner to resubmit the assessment.
 - Using an alternative form of assessment to determine the learner’s understanding.
- Where a learner has repeated serious allegations of academic misconduct, they may be given special or altered conditions for their assessment task or in serious cases they may be asked to withdraw from the course.

Breaches of the Learner Code of Conduct.

Dealing with non-academic/general misconduct.

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- Where a staff member is either informed of or witnesses a learner in breach of the Learner Code of Conduct raise the concern with the learner directly (if appropriate) or ask the Trainer/Assessor or Training Manager to raise the concern with the learner.
- Where a learner is unable or unwilling to redress the problem, invite them to attend a disciplinary action meeting with parties of their choice and any other parties involved in the incident.
- Ensure written invitation and all records of interactions are stored In the learner file.
- Where behaviour continues or a learner fails to participate in disciplinary actions, notify the CEO.
- The CEO may decide the learner’s enrolment poses an unfair, unsafe, or high-risk situation and decide to withdraw the learner from their course.
- Record details of the actions taken, and decisions made in the learner’s file.
- Notify the learner/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision.

Records of assessment.

Reference to SRTOs: Clause 1.8.

Keep records of assessment.

- Records of assessment, including all assessment tools, completed tasks and assessment evidence for a unit, will be kept for a period of at least six (6) months from the time the judgement of competence was made.
- Records will be kept securely in the following way:

(saved on learner management system, hard copies (if any) are included in the relevant files and stored in the assigned cupboards etc.)