

POLICY	ASSESSMENT
VET Standards:	Clauses 1.8 to 1.12—Conduct effective assessment
AACI Ref:	AACI-1A 2
Policy Statement	<p>AACI is committed to the development and delivery of quality distance training and assessment services in accordance with all relevant Standards for Registered Training Organisations VET Standards, regulatory and contractual requirements.</p> <p>AACI Assessment System applies flexible assessment options, which recognize the diversity of individual learner needs and circumstances, facilitating wherever possible the realization of their learning and vocational goals.</p>
Purpose	<p>This policy ensures our assessment practices satisfy the requirements of the Standards 2015, Principles of Assessment and the Rules of Evidence and assessors as well as guidance on the assessment process, evidence requirements, planning, conducting and reviewing assessments to ensure that the integrity and academic standards of AACI are maintained and safeguarded.</p> <p>AACI will ensure that all assessments of competencies comply the relevant Animal Care and Management Training Package and Standards including:</p> <p>Clause 1.8 provides that</p> <p>The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):</p> <ol style="list-style-type: none"> 1. complies with the assessment requirements of the relevant training package or VET accredited course; and 2. is conducted in accordance with the <i>Principles of Assessment</i> and the <i>Rules of Evidence</i>. <p>Clause 1.12 specifies that an RTO must develop and implement a system to ensure:</p> <ol style="list-style-type: none"> 1. assessment judgements are consistently made on a sound basis 2. validation of assessment judgements is carried out. 3. an assessment system includes not only the actual materials used directly in conducting assessment, but also policies, procedures and other supporting documents that inform the way assessment is conducted within your RTO. 4. for a learner to be assessed as competent, your RTO must ensure the learner demonstrates their: <ul style="list-style-type: none"> • ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations (if allowed) • understanding of what they are doing, and why, when performing tasks • ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments. 5. A learner must be assessed against all of the tasks identified in the elements of the unit or module.

	AACI shall ensure that assessment is a controlled and ordered process that is designed to ensure that assessment decisions are fair, valid, consistent, and reliable, in relation to individual student(s), different assessors and the current situation.
Scope	<p>This policy applies to AACI Staff, DTA, TA, Clinics, Mentors and other service providers involved in training and assessment services or observation thereof.</p> <p>The following apply to all training and assessment activities, and are delivered through various procedures related to those activities.</p>
Definitions	See Definitions section below
Pre- Enrolment	<p>Applicants or Prospective students during the Pre-Training Review Period will provided with sufficient information from AACI so as that they are fully informed of their rights, obligations to AACI and their course so informed consent is attained prior to completing and submitting a course enrolment form to AACI.</p> <p>Prospective Students shall be informed of Foundation Skill requirements, opportunities for recognition of prior learning, and reasonable adjustment of assessments, via AACI websites, marketing materials, pre-enrolment information and by AACI Staff.</p> <p>AACI will proactively facilitate the recognition of a students' existing competency and credit transfer relevant to the qualification a prospective student seeks prior to commencement of the qualification, in accordance with the Credit Transfer and RPL procedure. (See RPL Policy and Procedure)</p> <p>AACI shall ensure that a pre-training review, including a Language, Literacy & Numeracy (LLN) assessment occurs for candidates prior to the commencement of any payment or training.</p> <p>Selection for admission is based on an evaluation that the student should be able to satisfactorily complete, or achieve a satisfactory outcome, in the chosen qualification.</p>
Delivery & Assessment	<p>Training and assessment is delivered by fully qualified Trainers and Assessors (TA) for a qualification .</p> <p>Practical Placements of students shall be managed by the Practical Placement Co-ordinator (PPC) to enhance the learning outcomes between the student, the Host Employer (Clinic), Supervisor (Mentor) and the requirements of AACI; and in accordance with all regulatory requirements.</p> <p>Practical Placements requirements for a course shall be arranged up to the standard 240 hours, in accordance with the Practical Placement Guidelines under the Education and Training Reform Act 2006. Additional hours may be approved where recommended or required under a national training package.</p> <p>Where necessary, AACI shall seek formal approval of AACI 's Animal Ethics Committee prior to any teaching or other activity involving the use of live animals. AACI is a distance education provider that of itself does not provide or utilise live animals.</p> <p>AACI Trainers and Assessors have primary authority and responsibility to ensure and attest that its student attendance (<i>Practical Placement Attendance Record (LogBook)</i>) and participation records (<i>Records of Observation</i>) comply with regulatory and contractual requirements.</p>

	<p>AACI has a zero tolerance for plagiarism and cheating. Students are made aware of what constitutes plagiarism in the Student Handbook and Code of Conduct and other resources. Proven cases of plagiarism or cheating will be subject to disciplinary action.</p> <p>Any training (delivery) and assessment issues are subject to satisfying legal obligations under Australian Legislation and any material contracts entered into by AACI in the operation of the RTO. A student complaint that results in a breach of an existing legal contract / agreement entered into by AACI and a third party cannot form the legal basis of any complaint by that student.</p>
<p>Assessor Responsibilities, Assessment Resources and Requirements</p>	<p>All assessments shall be managed by a suitable qualified Assessor in accordance to the Assessor Code of Conduct who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 and Schedule 1 of the Standards for RTOs 2015 utilising the Assessment Resources.</p> <p>Assessors shall ensure</p> <ul style="list-style-type: none"> • they assess and judge a learner’s skills and knowledge of competence against set standards, principles of assessment and rules of evidence. • that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance. • the assessment process is open, structured, consistent and comprehensive incorporating feedback to the learner on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options • they interpret and understand the performance criteria and evidence requirements. • they select appropriate assessment methods and materials. • they make fair and objective judgements. • they abide by the Assessor Code of Conduct. • they provide all relevant paperwork to administration for processing in a timely manner • all qualifications that require a formal Work Placement that assessments shall follow the process in the Practical Placement Procedure and related documents. <p>All Assessment Resources (including policies, process, learner resources and outcomes) shall be developed in consultation with industry and validated on a regularly basis in accordance with AACI Validation Policy.</p> <p>Assessment Tools are the resources used by assessors to identify and record the skills and knowledge learners must demonstrate to be deemed competent in a unit/module. Assessment tools are crucial for the accurate and consistent assessment of learners against competency standards. Assessment tools are required as evidence of assessment and must be retained on record as proof that a person was assessed as competent. Assessment Tools are comprised of Instructions for learners, Instructions for assessors, Assessment instruments; Pre assessment briefing; Assessment checklists and Assessment outcome summary.</p> <p>All Assessment Marking shall ensure assessments are graded, and assessed in order of submission date, and genuine feedback shall be provided by the Assessor to the student within 2 weeks of assessment submission.</p> <p>All Assessment Decisions and Assessment Outcomes shall be recorded as either Competent or Not Yet Competent and the student informed.</p>

	Learners determined to be 'Not Yet competent' shall receive feedback and guidance from the Assessor, and may be required to undergo further training before re-assessment.
Policy Principles	Competency based assessment (CBA)
4.1 Underpinning Principles	<p>Competency based assessment (CBA) is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the 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 learner in the assessment process.</p> <div data-bbox="516 577 1101 1071" data-label="Diagram"> <p style="text-align: center;">The Assessment Model</p> <pre> graph TD IT[Internal Training] --> AP[Assessment Process] ET[External Training] --> AP R[Recognition] --> AP OC[Occupational Competencies] --> AP AP --> N[Learner notified of results. Competency Achieved (C) or Not Yet Competent (NYC) or Recognition] N --> A[Assessment records updated, information filed. Certificate issued or further training organised] N --> B[Appeal process instigated OR more evidence required] </pre> </div> <p>The 3 levels of assessment that may be used, include:</p> <ol style="list-style-type: none"> i. Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement. This could include pre-tests and LLN evaluations ii. Formative assessment - This form of assessment occurs as the learner progresses through the training. It assists and supports training by monitoring and advising learners of their performance and rate of progress against the training outcomes. This provides feedback to the learner, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates. iii. Summative assessment - this is done at the end of the training or after the training has concluded. The purpose of this assessment is to holistically assess a learner's ability to perform the skills and knowledge acquired during the training through realistic working conditions. It evaluates of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates. <p>Assessment modes may include :</p> <ol style="list-style-type: none"> i. On-the-job

	<ul style="list-style-type: none"> ii. As part of training iii. Off-the-job (Simulation) iv. Completion and submission of assignments / work projects v. Recognition of Prior learning (RPL) <p>Evidence gathering methods commonly used include, but are not limited to:</p> <ul style="list-style-type: none"> i. Projects ii. Written Assignments iii. Workplace assignments iv. Workplace performance v. Documentation vi. Demonstration vii. Questioning viii. Role play ix. Simulation x. Oral presentations xi. Written tests xii. Portfolio xiii. Third party reports. <p>Assessment is carried out in accordance with the requirements of the Animal Care and Management Training Package, on a consistent and timely basis to ensure that learning has taken place and that learners have acquired the knowledge and skills required to demonstrate competency.</p> <p>All assessments will be recorded in accordance with Records Management Policy and procedures using appropriate documentation and Student Management System (SMS).</p> <p>Assessment outcomes will be recorded and securely maintained in electronic systems.</p> <p>Feedback is provided to learners and includes the assessment outcome and guidance for further learning and assessment (as appropriate).</p>
Qualification Resources	<p>The development of course resources is informed and guided by appropriate consultation with industry and client organisations (if possible), together with internal viability and business requirements.</p> <p>The RTO has primary authority and responsibility to ensure that qualification compliance is maintained, and that changes required in response to regulatory and contractual changes or clarifications are implemented in a timely manner.</p> <p>Where course material is developed or provided by another organisation under a contractual arrangement, the nominated qualification owner has primary authority and responsibility to ensure that material is consistent with AACI compliance and business requirements.</p> <p>Validation of delivery and assessment tools is to be thorough and comprehensive. A minimum of two units of competency per qualification are to be validated each 6 months. At least one core unit of competency must be validated per year. All units of competency within a given qualification should be validated at least once before any unit of competency in the same qualification is validated for a second time. (<i>See Assessment Validation and Moderation Policy and Procedure</i>)</p>
CEO (RTO Manager)	<p>The CEO (RTO Manager) is responsible for ensuring assessments for each course comply with the requirements of relevant National Training packages, (eg. Animal Care and Management</p>

	<p>Training Package), the current AQF Handbook and the Standards for Registered Training Organisations and that they are within the current scope of registration of AACI (see training.gov.au).</p> <p>The CEO (RTO Manager) shall ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the learner on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.</p> <p>The CEO (RTO Manager) is responsible for ensuring the TAS (Training and Assessment Strategies) are designed with the flexibility to meet the needs and circumstances of a wide range of learners, including, where possible, those who may be socially, linguistically, educationally, or otherwise disadvantaged.</p> <p>The CEO (RTO Manager) shall ensure:</p> <ul style="list-style-type: none"> a) All appointed and authorised DTA and TA possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs. b) Learners are provided information on the assessment process prior to assessments being conducted. c) TAs incorporate the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments. d) TAs apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments. e) Assessment processes provide for Recognition of Prior Learning (RPL). f) An effective feedback mechanism is established and implemented to inform learners on their assessment progress and results. g) An effective recording and reporting process of the unit of competency including access to information by learners to their records. h) Learners have access to an open, equitable and transparent appeals process. i) issue qualifications are in accordance with AACI’s Scope of Registration as listed at TGA website (www.training.gov.au). j) Ongoing internal monitoring and validation of the assessment system for quality control checks. k) Management and staff participation in an independent (external auditing) quality control process conducted by the VET Regulator and conduct regularly Internal Audits. (see Internal Audit Policy)
<p>Related Policies and related Documents</p>	<p>Access and Equity Policy Assessment Validation and Moderation Policy and Procedure Monitoring Course Progress Policy Plagiarism and Cheating Policy (Academic Misconduct & Disciplinary Procedure) RPL Policy and Procedure Credit Transfer Policy Complaints and Appeals Policy Practical Placement Procedure Internal Audit Policy</p>

	<p>Student Handbook Student's Code of Conduct Clinic Handbook Mentor Handbook Theory Assessment Booklets Practical Assessment Booklets Assessor Guides Assessor Code of Conduct Training and Assessment Strategies Practical Placement Attendance Record (LogBook) Standards for Registered Training Organisations 2015</p> <p>AQF Handbook.</p> <p>Guidelines issued by the Department of Education and Training Victoria for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements (Updated Practical Placement Guidelines) as at 10 April 2017</p>
<p>Definitions</p>	<p>This policy includes definitions taken from the Standards for Registered Training Organisations 2015 or the AQF Handbook.</p> <p><u>Assessment</u>: 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 and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.</p> <p>Assessor Code of Conduct means the code of conduct that all AACI Assessors shall be guided by as developed by NCME:</p> <ol style="list-style-type: none"> i. The differing needs of learners will be identified and handled with sensitivity ii. Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified iii. All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy iv. The rights of the learner are protected during and after the assessment v. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy vi. The learner is made aware of rights and processes of appeal vii. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency viii. Assessment decisions are based on available evidence that can be accessed and verified by another assessor ix. Assessments are conducted within the boundaries of the assessment system policies and procedures x. Formal agreement is obtained from both the learner and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment xi. Assessment tools, systems, and procedures are consistent with equal opportunity legislation

	<p>xii. Prior to the assessment the learner is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment</p> <p>xiii. Confidentiality is maintained regarding assessment results and are only released with the written permission of the learner</p> <p>xiv. The assessment results are used consistently with the purpose explained to the learner</p> <p>xv. Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards</p> <p>xvi. Professional development opportunities are identified and sought by assessors</p> <p>xvii. Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes. (see National Council for Measurement in Education (NCME))</p> <p>Academic Misconduct: means when a breach of rules in relation to impeding the integrity of the assessment and enabling unfair advantage or deceiving the assessor including Plagiarism/Cheating.</p> <p>Competent: means when a student is assessed as satisfactorily performing all the required assessment tasks to the specified standard.</p> <p>Not Yet Competent: means when a student who has not yet satisfactorily completed all prescribed tasks to the required standard.</p> <p>Moderation: means the process of establishing comparability of standards of student performance in order to ensure that assessment is valid, fair and reliable.</p> <p>Plagiarism/Cheating: Copying another’s work and/or without due care to appropriate referencing and acknowledgement of source. (See Student Misconduct Policy) (Plagiarism) (AACI specifically allows internet research technology platforms to be used to train and complete assessments provided there is no copyright, cheating or paid service involved.</p>
<p>Definitions (cont)</p>	<p>Validation: is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited course are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, processes and/or outcomes and acting upon such recommendations.</p> <p>(The act of reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards.)</p> <p>Intervention Strategies: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.</p>
<p>Choice of Assessment Tasks</p>	<p>Where appropriate, students may be offered a choice of assessment tasks from a specified range. These will be specified in the course delivery and assessment matrix. All assessment requirements will be discussed with the students prior to the commencement of each</p>

	competency. The assessment tasks should, at a minimum, record the details for the task and the expected learning outcomes for the course.
Changes to Assessment Requirements	Proposal to alter the assessment requirements of a course should be made to the CEO (RTO Manager) prior to the next scheduled offering of the course. The CEO will determine whether the proposed revisions are consistent with the originally approved requirements in its relationship to learning outcomes and its overall demands on the students.
Pre-Enrolment Information	Means information delivered and available to prospective students from AACI prior to completing an enrolment application or acceptance of any enrolment. A Pre-Enrolment Information Pack is available from our website, emails and general communications between prospective learners and staff in compliance with RTO standards/clauses: <ul style="list-style-type: none"> • 4.1 – Marketing • 5.1 – Pre-enrolment screening / engagement • 5.2 – Pre-enrolment information on services to be provided • 5.3 – Pre-enrolment information on fees, refunds and consumer rights • 7.3 – Limiting the fees paid in advance of services being delivered • 1.2 – Determining the amount of training required for each learner • 1.7 – Identifying learner support requirements • 3.5 – Identifying credit transfer eligibility • 3.6 – Collecting and verifying the USI
Principles of Assessment	<p>from the Standards for RTOs 2015 (Table 1.8-1):</p> <p>Fairness means the learner’s needs are considered in the assessment process and if appropriate reasonable adjustments is applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> <p>Flexibility means assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner’s needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, the individual. <p>Validity means any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner so that:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.

	<p>Reliability means evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
Advice to Students	<p>All Trainers/Assessors shall provide students with an approved Training Plan and Course Guide that outlines the assessment requirements prior to the commencement of the course. The Course Guide contains a Training Plan which must state the criteria against which individual assessment items are judged. The Training Plan must also indicate if any assessments are combined to give an overall competency.</p>
Awarding Competency	<p>AACI shall determine competency of submitted responses with the Assessment Booklets as either competent or not yet competent within 14 days of submission.</p> <p>AACI shall record and report qualification completions as soon as possible after successful completion</p> <p>Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed.</p> <p>AACI shall use the following codes (S) Satisfactory or NYS (Not Yet Satisfactory for completion of individual assessment tasks</p> <p>Student final unit results will be recorded using the following codes:</p> <p>C = Competent</p> <p>NYC = Not Yet Competent</p> <p><i>From an RTO compliance point of view individual assessment items should be graded Satisfactory / Not Yet Satisfactory. The terms Competent / Not yet competent are used when a student has completed all assessment tasks and a final decision is made about a student's achievement in each Unit of Competence.</i></p>
Reasonable Adjustment	<p>Learners have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.</p> <p>Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.</p> <p>Adjustments to assessment will not provide an unfair advantage / disadvantage to learners.</p>
Re-assessments	<p>Re-assessments may be granted to any student not achieving competency on the first 2 attempts (see Student Handbook). The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the course has been met.</p> <p>The re-assessment item should, as far as possible, take the same form and cover the same material as the original assessment item or examination.</p> <p>A student is only allowed two attempts at each supplementary assessment item. Should they not achieve competency on the third attempt, they will be required to re-enrol in the competency and pay the required fees.</p> <p>Students shall be provided with up to 3 attempts to achieve competency. Thereafter, a qualified Trainer and Assessor course shall interview and/or provide the student with specific learning support.</p>
Rules of Evidence	<p>from the Standards for RTOs 2015 (Table 1.8-2): means</p>

	<p>Validity means the assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p> <p>Sufficiency means the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency</p> <p>Authenticity means the assessor is assured that the evidence presented for assessment is the learner’s own work.</p> <p>Currency means the assessor is assured that the assessment evidence demonstrates current competency requiring the assessment evidence to be from the present or the very recent past.</p>
<p>Work Placements (Practical Placement) versus work experience versus simulated environment</p>	<p>means work experience activities undertaken by students (paid or voluntarily) in post-secondary vocational education and training (VET) courses and are intended to develop job-related skills in the area of the particular post-secondary course. They are an assessable component of a qualification, designed to provide students with the opportunity, and the means, to apply skills and knowledge obtained through the study of their qualification in a supervised and authentic environment.</p> <p>The Animal Care and Management Training Package has a range of courses that either requires students to specifically access a VET Clinic or VET Hospital under supervision, or a wider range of Animal Care Facilities or real work environment or simulated work environment to perform various assessment tasks (these may or may not be under a formal Work Placement Agreement or other similar arrangement)..</p> <p>Students enrolled in the ACM40418 Certificate IV in Veterinary Nursing must complete at least 240 hours under a formal work placement agreement in a VET Clinic or VET Hospital under supervision of a qualified Mentor.</p> <p>Particular units in a qualification can be categories on the following basis</p> <ol style="list-style-type: none"> 1. Those unit that a Students must provide performance evidence for the VET4XX units in a VET Clinic or Hospital 2. Those units that a Student must complete in an actual Animal Care facilities 3. Those units that require a real work environment 4. Those units that require that allow a simulated workplace (eg. such as a clinical laboratory in an RTO). <p>Courses that do not have a mandatory work placement component may still require access to live animals, equipment and procedures of an Animal Care facility or an environment that actually reflects a real workplace, such as a clinical laboratory in an RTO. (eg. The Certificate I, II or III courses)</p>
<p>Work Placement Agreement (Practical Placement Agreement)</p>	<p>A written agreement between a RTO and an appropriate employer and a student that includes work observation and other forms of workplace learning in a suitable Animal Care facility.</p>
<p>Structured Work-based Learning (SWL) or Work Experience</p>	<p>On-the-job training during by a student enrolled with a non-school RTO is expected to master a set of skills or competencies, related to a course accredited by the Victorian Registration and Qualifications Authority (VRQA) or the Australian Skills Quality Authority (ASQA) and undertaking a senior secondary certificate (VCE) or VCAL). They can only</p>

	participate in structured workplace learning or work experience and must be aged 15 and over or aged 14 and over for Work Experience. They cannot undertake practical placements. (see Ministerial Orders 723 and 724)
Animal Care Facility	means an animal care work environment that may include facilities such as an animal shelter, boarding facility, VET Clinic or VET Hospital.
Special Consideration	<p>Learners who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and Reasonable Adjustment to assessment. The CEO (RTO Manager) may extend special consideration to a student in any course and in respect of any assessment item subject to no breach occurring to any existing legal contract or agreement entered into by AACI and a third party in the operation of the RTO.</p> <p>Students may apply for special consideration on grounds of:</p> <ul style="list-style-type: none"> • Compassionate and compelling reasons, as defined by the Compassionate and Compelling Policy guidelines and subject to no breach occurring to any existing legal contract or agreement entered into by AACI and a third party in the operation of the RTO. • Serious disadvantage when the assessment item was attempted. <p>Where the student has been unable to attempt the assessment item, the student may apply for an extension of time.</p> <p>Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests must be lodged with the CEO no later than three (3) working days after the date of assessment.</p> <p>A request for special consideration in assessing an assignment must be lodged in writing with the submission of the assignment.</p> <p>A request for special consideration in respect of performance across all assessment items in a course must be lodged with the CEO no later than three (3) working days after the date of the final test or assessment items.</p> <p>Approved applications for Special Consideration may take the following forms:</p> <ul style="list-style-type: none"> • No action. • Grant an extension of time to complete an assessment item. • Deferred Assessment or Additional Assessment task. This may be an alternative assessment task or a replacement assessment task provides an opportunity for the student to demonstrate learning outcomes similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination. A replacement assessment task is one that resembles the original assessment item as closely as possible. • Withdrawal from course without penalty; • Resubmission
Submission of Assessment Items:	Students are required to submit assessment items by the due date, as advised by the trainer. Assessment items submitted after the due date will be subject to a penalty unless an extension of time for submitting the item has been approved.

Extensions and Penalties	
Requests for Extension (Course extension)	<p>Requests for an extension of time to submit an assessment item must be made in writing to the DTA. Where the request is made on medical grounds, a Medical Certificate is required.</p> <p>A request for extension should be lodged by the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is submitted. AACI can deemed a course extension if it is the best interests of the student</p>
Deferred Assessment	<p>Students may request deferred assessment if they were prevented from performing an assessment item, such as an examination, test, presentation, or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons</p> <p>Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. Requests for deferred assessment in respect of an assessment must be lodged no more than three (3) working days after the date pertinent to the assessment item.</p>
Approval of Deferred Assessment	<p>A request for deferred assessment will be considered by the trainer who approves or rejects the request. An application for a deferred exam/test may be rejected if the trainer has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgment may be based on the particular circumstances of the request, together with the student's academic record and history of deferred tests/exam requests.</p> <p>The trainer notifies the CEO (RTO Manager) of the outcome of the deferred assessment request.</p>
Form of Deferred Assessment	<p>Where a student is granted deferred assessment, this generally takes the form of a replacement assessment item or examination, in which case, the replacement assessment item should resemble, as closely as possible, the original assessment item or examination.</p>
Documentation required to Support a Request for Special Consideration, Extension or Deferred Assessment	<p>Students applying for a deferred assessment, extension or special consideration on medical grounds, must submit a medical certificate, completed by a registered medical practitioner. The medical certificate must state:</p> <ol style="list-style-type: none"> 1. The date on which the medical practitioner examined the student. 2. The severity and duration of the complaint. 3. The Medical practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item. <p>A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in 1, 2 and 3 above is included.</p> <p>Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.</p> <p>Students who feel their case has been wrongly assessed may appeal in writing against that decision, using the Complaints and Appeals process.</p>

Conduct of Students	<p>TA has and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of assessment the tests.</p> <p>If a TA detects student behaviour that could be reasonably construed as cheating or other misconduct they may ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the trainer may require the student to leave the examination room. Immediately following the conclusion of the examination, the trainer will make an incident report that includes evidence of alleged cheating or other misconduct to the CEO (RTO Manager), who then takes action according to the Student Code of Conduct and related AACI Student Misconduct Policies and Procedures.</p>
Resource Material	<p>Students may, under certain conditions, be permitted, subject to WH&S regulations, to use resource materials during a particular assessment such as dictionaries, electronic dictionaries, calculators, text books, reference books, and student notes.</p> <p>The Trainer/Assessor is required to specify the resource materials that will be permitted in an assessment. This information must be advised to students prior to the assessment. Any material discrepancy between the information on permissible resource materials communicated to Students as being acceptable prior to the assessment is grounds for appeal by a student.</p> <p>Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities.</p>
Notification of Results	<p>Following approval and entering of Assessment Outcomes, students shall be notified of their results by a formal statement from their TA.</p> <p>Statements of Attainment and qualifications shall be sent by registered to each student to their last registered postal address.</p>
Assessment Appeals	<p>Students are encouraged to discuss with TA their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review that must:</p> <ol style="list-style-type: none"> 1. Be made in writing 2. State the grounds for the review request 3. Be lodged within 14 days of the date on which the Statement of Attainment was received by the student <p>All requests will be dealt with by the CEO, who will seek the advice of the relevant trainer. Students will be notified in writing within seven (7) days of the outcome of the requested review. A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Complaints and Appeals process.</p>
Retention of Assessment Materials	<p>AACI shall retain all assessment response, including Assessment Booklets and related assessment materials as per the regulatory requirements of the Australian Skills Quality Authority (ASQA) and Australian Quality Training Framework (AQTF) Standards.</p>
Responsibilities of Trainers	<p>A TA is responsible for conveying to students clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and</p>

	the expected learning outcomes, and the criteria against which individual assessment items are judged. A TA is required to provide timely feedback to students on their performance in assessment by written comments or other suitable means.
Responsibilities of the DTA	Director of Training and Assessment (DTA)
	<p>The DTA is responsible for:</p> <ul style="list-style-type: none"> • <i>reviewing</i> recommendations from Trainers & Assessors (TA) to ensure comparability of standards and consistency with policy • review Trainer & Assessors queries concerning their recommendations • approving the awarding of competency for supplementary assessment • determining the outcome of applications from students for special consideration and deferred assessment • dealing with allegations of cheating and plagiarism • determining the recipients of any prizes and awards • monitoring the outcome of assessment processes • Identifying courses in which the outcomes are unsatisfactory and providing advice to TA on actions to improve assessment outcomes • deliver advice to TA on the basis of assessment performance indicators about the need to review program structure • Appointing an alternative trainer from within AACI to provide advice to the CEO/RTO Manager regarding the assessment of a particular student or course • Determining appeals from students against decisions in response to applications for special consideration and deferred assessment. • participate in Management Meetings and Quality Management System including providing feedback to continuously improve. • participate and lead in Assessment Review, Validation and Moderation
Guidelines Designing Assessment Requirements	<p>Assessment requirements may include tasks of the following types: assignments, portfolio of evidence, essays, student presentations, reviews, laboratory reports, written examinations, open book examinations, group assessment, peer assessment, self assessment, computer based assessment, oral examinations, class quizzes, short answer examinations, experiential activities, simulations, clinical experiences, multiple choice examinations, practical exercises, presentations, and other assessment strategies.</p> <p>The assessment requirements for a course should be discussed and validated by all members of staff involved in teaching the course to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements.</p>

**Guidelines for
Managing Lost
Assessments**

All AACI Staff who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, nevertheless, there may be instances where a student's assessment item is unable to be located.

Students are required to keep a copy of assignments, reports, etc before they lodge the item for assessment. Where assignments are lodged with the trainer, the assignment is stamped to indicate the date and time of receipt. A receipt may be provided to the student if the assignment is lodged during business hours or if a stamped addressed receipt is included with the assignment.

Where there are reasonable grounds to believe that the assessment item was submitted correctly but the trainer is unable to locate the item and no copy is available, the trainer should take appropriate remedial action depending on the specific circumstances of the case.

In all instances, the trainer is required to advise the CEO/RTO Manager of the problem and the proposed remedial action.

Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the trainer may make representation to the CEO/RTO Manager seeking approval for the student to be given an opportunity to re-submit the work.

In each case, the trainer is required to inform the student of the problem and the remedial action that has been taken. The student may lodge an appeal against the particular action through the Complaints and Appeals process. A possible outcome of an appeal may be that the student is required to re-submit the assessment item or undertake another examination.

PROCEDURE:
ASSESSMENT

<p>Purpose</p>	<p>This procedure is designed to implement AACI Assessment Policy by specifying training and assessment strategies and related practices that are responsive to industry and learner needs and meets the requirements of Training Packages and VET Accredited Courses. These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.</p> <p>The purpose of this procedure is to ensure that AACI meets the requirements under Standards for Registered Training Organisations (RTOs) 2015 for conducting assessments and to ensure that the assessment of competencies is conducted with integrity, honesty and fairness, via the establishment of a system of preparing, marking and recording the assessment of learning outcomes.</p> <p>As stated in the Assessment Policy, assessment is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and should closely reflect the purposes and aims of the course of study.</p> <p>They are designed to ensure:</p> <ul style="list-style-type: none"> • Standards are protected • Students are treated equitably • Students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment • Results are promptly and accurately documented • The quality of the courses and programs is continually improved • The effectiveness of the teaching process to facilitate continuous improvement • Trainers are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant • The formal certification of achievements for external audiences • Accountabilities to accrediting bodies, employers and the wider community.
<p>Scope</p>	<p>This procedure applies to learners and AACI Staff undertaking Assessment within AACI for all VET qualifications and units offered.</p> <p>This procedure addresses AACI's preparation of assessments, administering and marking assessments, and reassessment opportunities. However, it does not include the issuing of results and/or certificates or storing results, Recognition of Prior Learning (RPL) and Credit Transfer.</p> <p>Assessment is conducted using a range of instruments comprising formal tests, essays, projects, assignments, demonstration, role play, observation, oral and written examinations etc.</p>

	<p>This procedure is designed to be read in conjunction with AACI Assessment Policy. This procedure includes definitions taken from the Standards for Registered Training Organisations 2015 or the AQF Handbook.</p>
<p>Planning for Assessment</p>	<p>Assessment will be planned and co-ordinated according to the Assessment Checklist, to ensure quality management and consistency with the relevant training packages and to satisfy the principles of assessment.</p> <p>Assessment tools will be developed and modified to ensure that they are based on strategies, context and target groups, detailed in Course Delivery and Assessment Plan.</p> <p>Assessment tools consists of:</p> <ol style="list-style-type: none"> i. Instructions for learners; ii. Instructions for assessors; iii. Assessment instruments; iv. Pre assessment briefing; v. Assessment checklists; and vi. Assessment outcome <p>Relevant training staff will devise forms of assessment and validation to be used for each unit of competency prior to inducting students into the course. Factors to be taken into account include cultural sensitivities, special needs and flexible approaches to delivery and assessment.</p>

<p>Planning for Assessment (cont)</p>	<p>All proposed assessment will be consistent with the standards outlined in the relevant training package, will satisfy the principles of <i>validity, reliability, flexibility and fairness</i> and will include a marking guide.</p> <p>All moderation processes will be developed collaboratively with the teaching staff.</p> <p>All students will receive Competency Outlines consistent with the training package. The competency outline will address the following:</p> <ul style="list-style-type: none"> • Assessment task and its relevancy to elements fo competency • Performance criteria against which students will be assessed • An approved assessment schedule • The grading system to be used and the relative weighting of each assessment task to the final grade • Advice on any special consideration • Advice on the assessment appeals process <p>All Trainers must advise students of the following aspects of assessment prior to commencement of the unit of competency:</p> <ul style="list-style-type: none"> • Purpose and context of the assessment • Method of assessment and evidence required of the relative weighting of assessment tasks • Timelines for assessment, including dates by which the assessment is due
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	<ul style="list-style-type: none"> • Procedures for submitting assessments, such as completing and signing the assessment cover sheets • Timelines for the return of assessments and feedback (tests, exams, portfolios, reports) • Categories for graded assessment • Attendance requirements • Penalties for work submitted after the due date • Relevant information on submission of assignments, such as typed, format, evidence required, examples • Details of resources, equipment and materials which can be accessed • Alternative approaches to assessment where applicable • Ensuring students are advised to retain a copy of submitted work • Re-assessment processes • Policy statements in relation to Plagiarism and Academic Misconduct.
Conducting Assessments	All students are to be assessed using the approved Assessment Tools. A student must be competent in all skills & knowledge, elements and performance criteria to receive an overall assessment of Competent. Students are advised to retain a copy of their own assessment.
Conducting Assessments (cont)	<p>Should an assessment be lost by a teacher, an alternative arrangement will need to be made by the Trainer.</p> <p>The Institute will retain all tests, exams and assessment tasks.</p> <p>Students with an unsatisfactory grade will be advised on re-assessment options.</p> <p>Students may appeal the assessment outcome as per the Institute's Complaints and Appeals Policy.</p> <p>The CEO must be alerted to any students at risk, identified through any section of assessment, in order to monitor in relation to appropriate intervention strategies.</p> <p>All results contributing to the overall competency assessment are to be recorded in the student file. If and where units of competency are co-assessed or clustered, an Assessment Outcome must be recorded for each competency.</p>
Validation and Moderation	<p>AACI will ensure that assessment strategies are validated by:</p> <ul style="list-style-type: none"> • Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency. This will be done on a term basis, both internally and externally with a range of stakeholders. • Any action taken will be documented with reference to consistency and quality improvement.
Re-assessments	The Institute will allow students 3 attempts at assessment, ie the original assessment and 2 re-assessments, to provide sufficient evidence of competency for each unit.

	<p>Students will be offered the opportunity for re-assessment if they are <i>Not Yet Satisfactory</i> at the first attempt, within a reasonable time negotiated with the teacher. It is the student's responsibility to learn the material for re-assessment or ask for additional help.</p> <p>If the re-assessment has been agreed to and completed, the teacher must advise the administration of recording these amended results, within 3 working days of the re-assessment.</p> <p>If the student has not passed after the first re-assessment, the student will be given another opportunity.</p>
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<p>Late Submission of Assessments</p>	<p>If a student fails to meet an assessment timeline, the Student will be asked to show cause as to why the assignment should not be accepted. If the student has been ill, a letter from a medical practitioner is to be received by the TA before the assignment can be accepted. Other reasons will not be permitted and students will be required to complete another assignment.</p>
<p>Students at Risk</p>	<p>'At Risk' in this section applies to those students who either are not meeting the requirements of the course or for whom a staff member has deemed that the student is unlikely to meet the requirements of the course. Students considered 'at risk' would normally fall within one (or more) of the following sub-sections.</p> <p>Following such informal assessments of a student's performance in a course and the effectiveness of the various intervention measures pursued by the staff and the student, the academic progress of a student may be considered unsatisfactory, and therefore 'at risk' if:</p> <ol style="list-style-type: none"> a) the student does not successfully complete or demonstrate competency in at least 50% or more of the units in any study period; b) the student fails a subject/module/competency and/or has been given a NYC assessment for the third time and is thereby deemed by the relevant staff member to be unlikely to progress through the remainder of the course at a satisfactory level of attainment. <p>'At risk' may also include the following:</p> <ol style="list-style-type: none"> c) In a situation where a student has withdrawn (or has been withdrawn) from the same competency on more than two occasions such circumstances may be deemed to indicate that the student is 'at risk of exclusion from their course'. <p>Only in these cases and within 10 working days of the publication of results each study period, students in this category will be sent a letter, by hard copy and electronic mail from the CEO or nominee notifying them of their 'at risk' status and:</p> <ol style="list-style-type: none"> a) explaining the consequences of failure to maintain a satisfactory academic standard b) nominating an adviser they should consult during the succeeding semester about their academic progress; c) Where appropriate, referring them to specialist contacts within the sector, such as the Student Support Officer. <p>A copy of the "at risk" letter will be sent to Records Management for filing.</p>

<p>Students at Risk (cont)</p>	<p>Where students, for whom this early intervention strategy has been implemented, contact their nominated adviser, the adviser should discuss with the student:</p> <ol style="list-style-type: none"> 1. Where appropriate, the suitability of the program for the student; 2. Any opportunities for the student to be re-assessed for tasks in units in which the student has previously failed or not achieved competency; 3. Strategies to assist the student to achieve satisfactory progress; 4. Any other relevant matters.
<p>Work Placement Assessment</p>	<p>A Work Placement is a mandatory component for some courses offered by AACI.</p> <p>AACI assist and guides students to secure supervised work experience in a suitable Animal Care Facility to meet Work Placement obligation. Effective performance in this work placement component requires students to combined theoretical knowledge, skills and attitudes as they are linked to practice in industry.</p> <p>This section of the procedure applies only to students who enrol in a course at the Institute, which has a work placement component requiring satisfactory completion in order to fulfil the course learning outcomes.</p> <p>Important information to note:</p> <ol style="list-style-type: none"> a) Approval for “work-based” training must be approved before work placements can occur, in accordance with the appropriate Training Authority guidelines. b) Where work placement is a compulsory component of a course, it must be satisfactorily completed for attainment of the qualification. Assessment of each supervised placement will normally include an agreed weighting, as predetermined by the Institute and notified to students and placement supervisors. c) On-site teaching and assessment will be provided in each placement, as appropriate, in order to assist students to meet the requirements of the placement. d) Students are normally required to achieve competent assessments for each competency assessed against the stated performance criteria for the placement. e) A written report of the assessment must be provided by the teacher following discussion with the student and the workplace supervisor. A copy of the report must be filed in the Assessment Folders and Records, and one copy must be given to the student. f) Assessment of competency will take place over the duration of placement. The student will be assessed as Competent or Not Yet Competent. g) Where a student is not performing satisfactorily at any stage during the placement and is deemed to be at risk, or where extenuating circumstances impact upon the placement, an assessment of ‘At Risk’ can be made by the workplace supervisor and/or the teaching supervisor. h) In cases of grossly inappropriate behaviour or where a student’s performance jeopardises the welfare or safety of clients at any stage during the placement, an ‘Urgent Attention’ required assessment can be made by the workplace supervisor and/or training supervisor.

<p>Work Placement Assessment (cont)</p>	<p>i) A student who is dissatisfied with aspects of the placement or for whom extenuating circumstances impact upon performance may, on presentation of evidence to the training supervisor, initiate an informal review.</p> <p>j) Criteria and outcomes of assessment categories are:</p> <p>1. Satisfactory</p> <p>A student is assessed by the workplace supervisor and/or training supervisor satisfactorily performing all the required assessment tasks to the required standard.</p> <p>2. Not Yet Satisfactory</p> <p>A student who has been assessed as not satisfactorily demonstrating competence in the required competencies/assessment tasks to the required standard.</p> <p>3. At Risk in relation to assessments and the workplace</p> <p>Where a student is deemed to be at risk of not reaching the required standards of performance, supervisors are strongly encouraged to take action during the placement rather than waiting until its completion.</p> <p>4. Urgent Action required</p> <p>In situations where a student exhibits unacceptable behaviour and/or places clients at risk, an assessment of unsatisfactory progress – Urgent Action – will be made. This may result in the student being removed from the placement during the review process.</p>
<p>Work Placement Assessment Requirements</p>	<p>With respect to the workplace component of the course, the following elements are required:</p> <ul style="list-style-type: none"> • A student must be given clear and course specific guidelines on what constitutes satisfactory/unsatisfactory/competent/not yet competent performance for this component of the course; • Documentation to show what constitutes satisfactory/ unsatisfactory/ competent/ not yet competent performance must be provided to students, teaching staff and supervisory staff in workplace venues <p>A Student Workplace Agreement and Handbooks ideally should include reference to such matters as:</p> <ul style="list-style-type: none"> • Stated goals and educational outcomes • Timetables as arranged with Clinic • Assessment criteria • Method of assessment • Complaints and appeals procedures • Work and industrial conditions and rights • Progress review/monitoring details • Process of rights of review and representation • Unacceptable behaviour. <p>Refer to the see Practical Placement Procedure, Work Placement Observation Checklists contained in the Practical Assessment Booklets, Student & Supervisor Handbook</p>

Informal Review and Resolution Process (cont)	<p>d) The Training Supervisor will ensure that the student has access to relevant assessments and reports prior to the review and that appropriate written reports are filed in the Institute’s records.</p> <p>After reviewing the evidence, the Informal Review and Resolution Panel will propose one of the following outcomes:</p> <ul style="list-style-type: none"> • Continue placement • Upgrade to competent • Undergo additional assessment (content to be agreed to by participants) • Confirm the assessment of ‘Not Yet Competent’ – agreement reached. <p><i>In this case, the Informal Review and Resolution Panel members will recommend that the student undergo Additional Assessment (detailed below) or that the student withdraw or be excluded from the course.</i></p> <ul style="list-style-type: none"> • Confirm the assessment of ‘Not Yet Competent’ – agreement not reached. <p><i>In this case a panel participant, who is dissatisfied with the outcomes, may submit a written request for a Formal Review and Resolution (see section below).</i></p> <p>Additional Assessment may be one of the following:</p> <ul style="list-style-type: none"> • Repeat placement <p>A ‘Not Yet Competent’ assessment would be assigned and the student required to re-enrol in the work placement competencies/unit of competency. The work placement may be in the same workplace and/or with the same work supervisor, subject to the agreement of the training supervisor and the student.</p> <ul style="list-style-type: none"> • Supplementary assessment tasks. <p>Supplementary assessment tasks may be assigned by the panel to address the areas of unsatisfactory performance. These may comprise classroom based activities or additional time in the workplace.</p> <p>A student will not normally be assigned more than one repeat placement for a single work placement competency/units of competency. Where a student is unsuccessful in repeating the competency/units of competency, an “at risk” letter is generated.</p>
Formal Review and Resolution Process	<p>A participant, including the student, who is dissatisfied with the outcome of the Informal Review and Resolution process, may submit an appeal in writing to the CEO for Formal Resolution, in accordance with the Complaints and Appeals Procedure.</p>
Assessment Review, Validation and Moderation	<p>At the conclusion of each 10 week term, courses/units will be reviewed in terms of implementing improvement requests.</p> <p>A forum comprising the CEO, Manager Quality Improvement, Trainers and an Industry representative (where appropriate) will meet to verify improvement actions as a result of:</p> <ul style="list-style-type: none"> • The implementation of a new training package
Assessment Review, Validation and Moderation (cont)	<ul style="list-style-type: none"> • Assessment change recommendations from staff and students • Outcomes from stakeholder surveys

	<ul style="list-style-type: none"> • Recommendations from staff meetings. <p>The forum will meet and sign off all assessment change recommendations after considering:</p> <ul style="list-style-type: none"> • Compliance with assessment guidelines in applicable Training Packages • Critical aspects of evidence provided • How the evidence for evaluating the assessment practice was collected (ie validation forms, minutes from staff meetings, etc) • Should the assessment change have an impact on clustered and/or prerequisite units • Any legal and ethical responsibilities impacting on stakeholders • Language and literacy requirements • Resources required as a result of any improvements • Impact on staff qualifications • Consistency of performance • Context of assessment (holistic assessment) <p>All changes will be signed off by the CEO and implemented before the next Assessment/Course Review, Validation and Moderation Meeting.</p>
<p>Relevant Legislation</p>	<ul style="list-style-type: none"> • Disability Discrimination Act 1992 • Equal Opportunity Act 2010 • Victorians Occupational Health and Safety Act 2004 • Occupational Health and Safety Amendment (Employee Protection) Act 2009 • Work Health and Safety Act (2011) • Working with Children Act 2005 • Education and Training Reform Act 2006 (Vic) • National Vocational Education and Training Regulator Act 2011 (Cth) • Australian code of practice for the care and use of animals for scientific purposes, 7th edition, 2004 (Cth)
<p>VET Standards</p>	<p>Clauses 1.8 to 1.12—Conduct effective assessment</p> <p>Clauses 1.13 to 1.16—Employ skilled trainers and assessors).ensures all Trainers and Assessors hold required, qualification, industry experience and competency.</p>

VERSION CONTROL

Review / amendment history

Policy Approved by: Chief Executive Officer / RTO Manager

Responsible Officer: Chief Executive Officer / RTO Manager

Next Policy Review Date: 1 May 2024

Version	Date	Details
1.0	4 August 2021	Policy approved and issued
2.0	1 March 2022	Minor Changes
3.0	1 September 2022	RTO Registration TOID and contact details
4.0	1 May 2023	Minor formatting changes

Contact AACI for further information concerning this policy
support@aaci.edu.au

APPENDIX 1

The following table shows you how to achieve a **satisfactory result** against the criteria for each type of assessment task. The following is a list of general assessment methods that can be used in assessing a unit of competency. Check your assessment tasks to identify the ones used in this unit of competency.

Assessment Method / Tools	Satisfactory Result	Non-Satisfactory Result
You will receive an overall result of Competent or Not Yet Competent for a particular unit of competency. The assessment process is made up of a number of assessment methods and tools. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types.		
Questions	All questions answered correctly	Incorrect answers for one or more questions
	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full. Does not refer to appropriate or correct sources.
Third Party Report	Supervisor or manager observes work performance and confirms that you consistently meet the standards expected from an experienced operator	Could not demonstrate consistency. Could not demonstrate the ability to achieve the required standard
Written Activity	The assessor will mark the activity against the detailed guidelines/instructions	Does not follow guidelines/instructions
	Attachments if requested are attached	Requested supplementary items are not attached
	All requirements of the written activity are addressed/covered.	Response does not address the requirements in full; is missing a response for one or more areas.
	Responses must refer to appropriate sources from your workbook and/or workplace	One or more of the requirements are answered incorrectly. Does not refer to or utilise appropriate or correct sources of information
Observation / Demonstration (Project, Portfolio,)	All elements, criteria, knowledge and performance evidence and critical aspects of evidence, are demonstrated at the appropriate AQF level	Could not demonstrate elements, criteria, knowledge and performance evidence and/or critical aspects of evidence, at the appropriate AQF level
Case Study	All comprehension questions answered correctly; demonstrating an application of knowledge of the topic case study.	Lack of demonstrated comprehension of the underpinning knowledge (remove) required to complete the case study questions

		correctly. One or more questions are answered incorrectly.
	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full; do not refer to appropriate sources.
Practical Assessment Tasks (Practical Work Placement Tasks)	All tasks in the practical activity must be completed and evidence of completion must be provided to your trainer/assessor. All tasks have been completed accurately and evidence provided for each stated task.	Tasks have not been completed effectively and evidence of completion has not been provided.
	Attachments if requested are attached	Requested supplementary items are not attached