

PP77

Assessment policy and procedure

PURPOSE

The purpose of this policy and procedure is to set out the guiding principles and procedures governing Southern Cross Education Institute's assessment processes.

SCOPE

This policy and procedure applies to all trainers and students of Southern Cross Education Institute.

DEFINITIONS

Assessment	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. For the purposes of this document, 'assessment' includes all formal assessment tasks, including theory and practical assessment undertaken during work placement/ professional practice experience, or in a classroom setting
Assessment Task	Assessment tools include the following components: the context and conditions of assessment; tasks to be administered to the student; an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
Competent	The consistent application of all required skills and knowledge to the standard of performance required in the workplace and similar contexts. It embodies the ability to demonstrate knowledge, develop skills and manifest the combination of both. To be assessed competent includes students' ability to integrate performance with understanding and consistency in applying skills and knowledge to new/varied situations and environments.
Module	A group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency
Not Yet Competent	Students whose overall achievement is unsatisfactory even after re-submitting assessment tasks twice and still demonstrate a lack of understanding, skills and knowledge related to a unit of competency.
Result	The final assessment outcome determination for a unit of competency, expressed as Competent or Not Yet Competent.
Satisfactory	Students whose assessment tasks demonstrate the knowledge and/or performance evidence related to the unit of competency.
SCEI	Southern Cross Education Institute

Special Consideration	Special consideration is the making of alternative arrangements for the assessment of students who are unwell or experience hardship. As required under the principles of assessment fairness, reasonable adjustments are applied by SCEI to take into account the individual student's needs.
Student	Active, on-campus student, with a current course of enrolment with Southern Cross Education Institute
Unit of Competency	Specification of the standards of performance required in the workplace as defined in a training package
Unsatisfactory	Students whose submitted assessment task demonstrates a lack of understanding, skills and knowledge of the unit of competency.

POLICY

1. Assessment is the process of collecting evidence and making judgments on whether competency has been achieved by students as specified in the training package or a vocational education and training (VET) accredited course.
2. Southern Cross Education Institute uses various types of assessment. For each unit of competency within each course, the final outcome for a student is determined from the student's performance in all of the assessment tasks for the unit of competency.
3. Assessment at SCEI is undertaken to:
 - 3.1. Determine student learning outcomes.
 - 3.2. provide feedback to students on the effectiveness of their learning and progress.
 - 3.3. final result is awarded.
 - 3.4. provide evidence for industry bodies and employers that students have attained a defined level of understanding of the course;
 - 3.5. provide an indicator for the trainer of the effectiveness of training delivery; and
 - 3.6. provide an indicator of any need for intervention and/or support for the student.
4. The following are the principles which apply to assessment at SCEI: Assessment will be designed to measure:
 - 4.1. The achievements of students against the unit of competency or module;
 - 4.2. To promote learning.
 - 4.3. To provide opportunities to students to improve their performance.
 - 4.4. Every unit of competency or module will be assessed using at least two different assessment methods
 - 4.5. Assessment methods and the criteria by which assessments are judged will be transparent and appropriately defined
 - 4.6. Assessment will be conducted in accordance with Principles of Assessment and Rules of Evidence

4.7. Feedback that would be provided after each assessment will be informative and constructive

5. The principles of assessment are:

5.1. Fairness

5.1.1. The individual student's needs are considered in the assessment process.

5.1.2. Where appropriate, reasonable adjustments are applied by the RTO (without jeopardising the principles of assessments and the requirements of the training package) to take into account the individual student's needs.

5.1.3. The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

5.2. Flexibility

5.2.1. Assessment is flexible to the individual student by:

5.2.1.1. reflecting the student's needs;

5.2.1.2. assessing competencies held by the student no matter how or where they have been acquired; and

5.2.1.3. drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency or module and associated assessment requirements, and the individual.

5.3. Validity

5.3.1. Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student.

5.3.2. Validity requires:

5.3.2.1. assessment against the unit(s) of competency or module and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;

5.3.2.2. assessment of knowledge and skills is integrated with their practical application;

5.3.2.3. assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and

5.3.2.4. judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency or module and associated assessment requirements.

5.4. Reliability

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

6. The rules of evidence are:

6.1. Validity

6.1.1. The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency or module and associated assessment requirements.

6.2. Sufficiency

6.2.1. The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.

6.3. Authenticity

6.3.1. The assessor is assured that the evidence presented for assessment is the student's own work.

6.4. Currency

6.4.1. The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

7. Various types of assessment are used at SCEI to make a considered judgement about whether or not students have consistently met the knowledge and evidence performance of the unit of competency or module. Assessment tasks may include (not an inclusive list):

Care Plan	Observation	Questioning
Case Scenarios	Online quizzes	Reflective journal
Case Studies	Oral presentation	Research proposal
Data analyses	Peer assessment	Role play
Debates	Portfolio	Simulation
Essay	Poster presentation	Skills assessment
Examination	Practical assessment	Video
Journal	Professional Practice	Work placement
Literature review	Project	Written report

8. The type, amount and frequency of the assessment tasks and the criteria by which the overall outcome will be determined, need to be communicated to the student at the commencement of the unit of competency or module.

PROCEDURE

1. Assessment requirements

1.1. General requirements

- 1.1.1. All students at the commencement of their study / term period will gain access to the online student learning platform mySCEI, which contains all the self-directed study materials / pre-readings, Unit Delivery and Assessment Plans, assessment task information and submission portals, and self-assessed revision quizzes, as well as the unit delivery material.
- 1.1.2. It is each individual trainer's responsibility at, or prior to, the commencement of each unit, to ensure that students are fully informed regarding:
 - 1.1.2.1. Unit self-directed study requirements,
 - 1.1.2.2. Available resources
 - 1.1.2.3. The due dates for each assessment task, both theoretical and practical (as outlined in point 6 of the procedure below)
 - 1.1.2.4. The context for each assessment task (i.e., how and where it will be conducted), as well as the expected outcomes of the assessment
 - 1.1.2.5. Full explanations of the assessment tasks
 - 1.1.2.6. How to request and make provisions for any special support needed
 - 1.1.2.7. Organisation and arrangement of all required resources
- 1.1.3. Unit Delivery and Assessment Plans are also available to all students via the student learning platform mySCEI, which will outline the assessment tasks and conditions of assessment as well as an expected amount of self-directed study for the unit (e.g., working on assessment tasks).
- 1.1.4. Due dates for each assessment task are pre-set on the mySCEI portal, and they will appear on the students' profiles as a reminder.
- 1.1.5. The student assessment documents are accessible to students from the unit commencement/delivery date via the mySCEI portal.

1.2. Student progress and assessment

- 1.2.1. Ungraded assessment tasks / self-assessed revision quizzes with low stakes (i.e., for low or no point value) will be set, implemented, and evaluated prior to formal assessments in order to:
 - 1.2.1.1. Assess students' current knowledge, attitudes, and skills about the subject matter
 - 1.2.1.2. Help students identify their strengths and weaknesses
 - 1.2.1.3. Help trainers and other relevant stakeholders target areas that need work
 - 1.2.1.4. Help SCEI determine if further instruction is necessary
 - 1.2.1.5. Identify the need for further (or tailored) assistance, including special consideration
 - 1.2.1.6. Help faculty recognize where students are struggling and address problems immediately

2. Students' Responsibilities

It is the responsibility of students to:

- 2.1. Engage actively in the learning process and participate according to the unit and assessment requirements (i.e., attending classes, practical skills demonstrations, completing assessments, etc.).
- 2.2. Complete assessment tasks diligently and honestly to provide evidence of learning achievements for each unit.
- 2.3. Meet assessment requirements as specified in the unit outline, including submission of work by the designated due date, as outlined in Point 6 of this procedure; and

- 2.4. Discuss any concerns they have regarding their progress in coursework and assessment as early as possible with relevant trainers and/or Course Coordinator. If you are experiencing a health, wellbeing, or welfare issue then you may be referred to the relevant Student Services Officer for your course and campus.

***Local Students** - Please note that if your course is partially or fully subsidised by state, territory or federal funding, that you are obliged to undertake assessments as part your eligibility to receive this funding.

3. Reasonable Adjustment

Where necessary and possible (pending industry regulations), reasonable adjustment of assessments will be made to meet the needs of individual students and the student cohort. Reasonable adjustments are made to ensure that all students, regardless of disability, have equal opportunity to meet the requirements of their chosen training program. Reasonable adjustment can include, but is not limited to:

- 3.1. Additional time for completion of assessment tasks
- 3.2. Changes to the layout of the assessment venue or the equipment being used
- 3.3. Verbal assessment of knowledge
- 3.4. Multiple attempts to perform a task
- 3.5. Where reasonable adjustment is applied, it does not remove the requirement for the student/s to meet all requirements as specified within the relevant unit/s of competency.

4. Interlinking activity and participation with assessment outcomes

- 4.1. Southern Cross Education Institute considers the formal assessment as part of, and not the end of, students' assessment. SCEI's measurement of competency and students' performance include learners' participation outcomes throughout the full duration of a unit (i.e., a student will only be marked as 'Competent' when their trainer(s) are satisfied that the student fulfils both the formal assessment outcomes and the requirement of participation and activity).
- 4.2. To ensure a meaningful learning and assessment process, SCEI will have an assessment mechanism that warrants that students' assessments are made up of formal assessment as well as the students' learning participation and activities. The assessments will be considered complete only if students are assessed against these two components.
- 4.3. The activity and participation component of the assessment is observed by the trainer in several ways that would help reveal crucial evidence that a student's theoretical disposition and skills have developed. The participation evaluation may be best evidenced by trainers through class activity over time.
- 4.4. Students' activities include, but are not limited to:
 - 4.4.1. Discussion qualities and attitude to others,
 - 4.4.2. Interpersonal and communication skills
 - 4.4.3. Group skills,
 - 4.4.4. Leadership,
 - 4.4.5. Contributing to group work
 - 4.4.6. Pre-reading activities
 - 4.4.7. Self-assessed revision quizzes,
 - 4.4.8. Participation in practical skills demonstration and practice,
 - 4.4.9. Skills to defend their work through peer 'critiques'
 - 4.4.10. Presentation skills and participation in other peers' presentations
- 4.5. Students' eligibility to participate in the formal assessment will be decided on the aggregate results of their attendance percentage as well as engagement / unit activity completion (i.e., the final eligibility will consider their class activity as outlined above). To do so, trainers are mandated to continuously monitor students' participation and self-study / class activity completion by systematically observing and monitoring the learner during the time of the unit delivery by running the activity completion reports from mySCEI.
- 4.6. This will, decide whether the student is ready to participate in the formal assessment process. .

5. Assessment Task

5.1. Written assessments

- 5.1.1. All written assessment tasks must meet the requirements set out in the assessment documentation and unit delivery and assessment plan and be submitted by the nominated due date.
- 5.1.2. Written assessment writing standards are:
 - 5.1.2.1. Font style: Calibri or Times New Roman
 - 5.1.2.2. Font size: 12
 - 5.1.2.3. Font colour: black
 - 5.1.2.4. Line spacing: 1.5
 - 5.1.2.5. Footer on every page includes student name, student ID number, unit code and assessment task name
 - 5.1.2.6. Margins: top 2.54cm, bottom 2.54cm, left 2.54cm and right 2.54cm
 - 5.1.2.7. No borders, shading or graphics allowed except where required for the assessment task e.g. diagram

5.2. Oral presentations

- 5.2.1. Some units of competency or modules will have assessment tasks which require students to make oral presentations. A rescheduling of the due date for delivery of an oral presentation will take place only in the case of an approved application for special consideration, where compassionate and compelling circumstances apply.
- 5.2.2. In the case where a student fails to present on the day of the scheduled skills assessment, the student will receive an unsatisfactory result.

5.3. Skills Assessments

- 5.3.1. Some units of competency or modules will have assessment tasks which require students to demonstrate their practical skills in a simulated work environment.
- 5.3.2. The student will be required to print the practical skill demonstration checklist, at their own cost, prior to the assessment being conducted. If the student has come unprepared to the practical skill assessment (with the printed copy the skill demonstration checklist, required uniform, nursing kit) etc, the trainer will not be permitted to conduct the assessment. The student will be referred to see the student support officer. During the assessment process the trainer will use the student's skill demonstration checklist to record the result.
- 5.3.3. A rescheduling of the date for the skills assessment will only be granted in the case of an approved application for special consideration, where compassionate and compelling circumstances apply.
- 5.3.4. In the case where a student fails to present on the day of the scheduled skills assessment, the student will receive an unsatisfactory result.

5.4. Examinations

- 5.4.1. Some units of competency or modules have assessment tasks which are examinations. Attendance at the scheduled time for an examination is mandatory. Attendance is excused only in the case of an approved application for special consideration where compassionate and compelling circumstances apply. Refer to **PP95 Examinations Policy and Procedure**.

6. Submission of assessments

- 6.1. All student's assessment tasks **MUST** be submitted via the LMS mySCEI, to the trainer by the due date. **This includes:**
 - 6.1.1. All theoretical assessment task, such as research, questioning, reflections, presentations etc. **The due date for all theoretical assessment tasks is two weeks (14 days, midnight) after the end date of the classroom delivery.**
 - 6.1.2. Practical Assessment asks – skill demonstration checklist. The student will be required to print the practical skill demonstration checklist, at their own cost, prior to the assessment being conducted. During the assessment process the trainer will use the student's skill demonstration checklist to record the result and give the results immediately back to the student. It is the student's responsibility to **submit the evidence of practical assessment** via LMS my SCEI **within 48 hours.** Failure to do so will result in a non-satisfactory mark.
 - 6.1.3. All **work placement / professional practice record books** are due a **week after the work placement / professional practice completion.**
- 6.2. Draft submission will not be considered as a final submission. In this instance the trainer / SSO will contact the student and ask them to finish the submission within the next 24 hr. the submission
- 6.3. Students are expected to keep a copy of all work submitted until the final course results are recorded and credential issued. Students are to be advised that should they not be able to provide a receipt of their assignment submission, they are required to demonstrate other ways to show proof of where and how they made the submission, if not their claim will be invalid.

7. Application for extension of submission deadline for an assessment task

- 7.1. An extension to the submission deadline for an assessment task should only be granted where the following criteria apply:
 - 7.1.1. the student has made a written request for an extension prior to or within three (3) working days of the due date for the assessment item; and
 - 7.1.2. the student has justified his/her request based on individual circumstances that are reasonably likely to have prevented them from completing the assessment by the specified deadline.
- 7.2. Applications for extensions must be submitted formally using the FOR118 Request for Extension of Assessment Due Date form and submitted to the trainer via email.
- 7.3. Any extension granted must specify in FOR118 Request for Extension of Assessment Due Date form a new due date for submission of the assessment item, during which the student can submit the work without a penalty being applied. The trainer will then implement the extension date on *mySCEI* (Moodle).
- 7.4. Except where exceptional circumstances exist, the duration of any extension granted should take reasonable account of the delay experienced by the student, and permission to submit after the normal due date for the assessment without penalty should not be open-ended.
- 7.5. In granting and managing extensions and deadlines, the trainer should consider issues of equity and transparency so as not to disadvantage students who have met set deadlines.
- 7.6. Where a request is made on medical grounds, an appropriate medical certificate must be presented with the FOR118 Request for Extension of Assessment Due Date form.
- 7.7. Where a request is made for other unspecified reasons, trainers have the responsibility to outline the rationale as to why they approved the extension in FOR118.

8. Non-Submission by The Due Date

- 8.1. **Campus based assessment task**

- 8.2. SCEI's student support officer will conduct a check on daily bases to identify student who have failed to submit the assessment task by the nominated due date. This will be done by running the activity completion report based on due dates from LMS my SCEI portal.
 - 8.3. The submission activity is then recorded on each individual course academic course spreadsheet register and alert the trainer via comment function.
 - 8.4. This process also applies if the students has been granted an extension, and they have not submitted by the agreed extended due date.
 - 8.5. SSO will send an email to students via the student management system PARADIGME, alerting them that they have missed a due date, to check if everything is ok and provided them with a new nominate submission due date / cut off period (3 working days).
 - 8.6. If the student:
 - 8.6.1. Does not respond to the SSO seeking assistance or further extension based on extenuating circumstance or
 - 8.6.2. fails to submit their assessment by the new nominated due datea financial late submission penalty fee of \$200 will be applicable.
 - 8.7. The late submission penalty fee is also applicable if the student did not attend:
 - 8.7.1. a pre-arranged practical assessment (role play, skill demonstrations, presentations etc.) or
 - 8.7.2. an exam (where applicable)without an approved absence.
 - 8.8. The student will be informed of the late submission penalty fee via email by the nominated SSO and will also be required to make an appoint to discuss their course progress.
 - 8.9. In some cases, student may be asked to complete the outstanding assessments before returning to classes. It is important that student understand that in most courses, their knowledge and skills build as they progress through the course. Some assessments will build on skills previously developed in earlier topics or units. The purpose of this is to keep their learning on track. For more information, please refer to PP13 Monitoring International Student Academic Progress Policy and Procedure.
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- 8.2. **Work placement / Professional Practice based assessment task**
 - 8.2.1. The same process outline in the point 8.1 to work placement / professional practice assessment evidence submission.
 - 8.3. **Final Assessment Submission**
 - 8.3.1. In some instances, students will be provided with up additional 4 weeks' time frame beyond the course end date to allow for the completion of outstanding assessments /resubmissions. To maintain access to SCEI Systems the student must be actively engaged in the completion of any outstanding assessments. This engagement must include at least one of the following:
 - 8.3.1.1. LMS login
 - 8.3.1.2. Contact with a SCEI Trainer, or SSO, via email
 - 8.3.1.3. Assessment Submission via the LMS
 - 8.3.2. Failure to meet the minimum engagement required will result in the student course status being changed to withdrawal from training and all access to SCEI systems will be removed.
 - 8.3.3. An extension beyond this timeframe may be considered by SCEI on student's request or if it becomes clear to SCEI that the student is at risk of not completing or submitting all outstanding assessments prior to the end of nominated course end date. For more information, please refer to PP13 Monitoring International Student Academic Progress Policy and Procedure.

9. Feedback to students about their performance

- 9.1. Timely feedback to each student throughout the course is considered an essential component of the teaching and learning process at SCEI. Feedback would be detailed and meaningful i.e.

- 9.1.1. targeted individually to the student work
- 9.1.2. linked to its specific tasks,
- 9.1.3. provides points that benefit students subsequent work
- 9.1.4. appreciate student's specific qualities
- 9.1.5. gives clear guidance that is supported by evidence as to what steps students should take to improve their weakness.
- 9.2. Feedback can relate to both positive and negative aspects of the student's performance. Where students have exceeded the expected requirements, this should be recorded. Likewise, where a student has failed to meet any of the required performance expectations this must be clearly recorded so that the student has an opportunity to improve their future performance. For more information, please refer to point 10 of this policy.
- 9.3. Feedback will be provided in various ways, including:
 - 9.3.1. online via the LMS. Students will receive an automated email to let them know that their assessment has been marked. Additionally, the trainer will also post an announcement on LMS advising / remind student to check their results.
 - 9.3.2. Feedback upon completion of the practical assessment process; for guidance relating to unsatisfactory assessment please refer to step 10 of this policy.
 - 9.3.3. review of individual formative assessments; and
 - 9.3.4. review of individual summative assessments.

10. Resubmission of an assessment task

- 10.1. Once an assessment task has been officially submitted it is deemed to have been presented for marking and cannot be resubmitted to improve the result.
- 10.2. If the assessment is deemed unsatisfactory, the student will be provided feedback by the trainer and may be:
 - 10.2.1. provided an opportunity to resubmit by an agreed due date (3- 5 working days). In instances where the student fails to comply with the resubmission due date a late submission fee of \$200 will be applicable, or
 - 10.2.2. refer the student to the SSO to organise an additional support sessions/ tutorials prior to an alternative resubmission date can be organised / arranged.
- 10.3. If the student's **2nd submission attempt / re-submission** is assessed by the trainer and deemed unsatisfactory, the student will be:
 - 10.3.1. provided verbal and/or written feedback by the trainer and provided an opportunity to resubmit by an agreed due date (3- 5 working days). In instances where the student fails to comply with the resubmission due date a late submission fee of \$200 will be applicable, or
 - 10.3.2. refer the student to the SSO to organise an additional support sessions/ tutorials prior to an alternative resubmission date can be organised / arranged.
- 10.4. If the **3rd submission attempt / 2nd resubmission** is assessed by the trainer and deemed unsatisfactory, the student's overall result for the unit of competency or module will be Not Yet Competent or Fail (if graded assessment). In this situation, the student will be required to either:
 - 10.4.1. re-enrol in the unit of competency, which may have a tuition fee payment charge or
 - 10.4.2. in case of extenuating circumstance maybe required to attend a meeting with a SSO and or Course Coordinator to discuss the overall course progress.
- 10.5. A student may apply in writing via the appeal process to the SSO / Course Coordinator for a third re-submission of their assessment task. If granted, a charge of \$200.00 re-assessment fee may apply.
- 10.6. An extension will not be granted for any assessment re-submissions.

11. Assessment outcomes

- 11.1. The trainer has ten (10) working days from the date of submission to assessment and results of the student's assessment task and inform the student of the outcome.

- 11.2. All assessment tasks for each unit of competency or module must be deemed “Satisfactory” to achieve an overall result of competence.
- 11.3. All the units of competency or modules must be “Competent” to complete the qualification and be awarded a credential.

12. Reporting of assessment outcomes

- 12.1. Trainers are responsible for reporting all assessment outcomes (including the not yet satisfactory result) on the day the assessment result has been awarded by:
 - 12.1.1. releasing the grade on LMS,
 - 12.1.2. the Compliance Checklist,
 - 12.1.3. course academic register, as well as on
 - 12.1.4. Student management system PARADIGME,
- 12.2. Administration staff may be asked to assist with for recording the results as per the LMS / compliance checklist in the student management system within fourteen days of the assessment outcome.

13. Review of an assessment outcome

- 13.1. A student may request a review of an assessment result for any assessment task.
- 13.2. In the first instance, students are encouraged to approach the trainer to discuss their concerns about the result. The trainer will provide a detailed explanation of the reasons for the provision of the result.
- 13.3. If a student wishes to make a formal request for a review of a result, it must be made in writing and lodged with the course coordinator / SSO within ten (10) working days of formal notification of the result.
- 13.4. The grounds upon which the student may request a review of a result are:
 - 13.4.1. the student believes that an error has occurred in the calculation of the result; or
 - 13.4.2. the student believes that the result is inconsistent with the assessment requirements or assessment criteria.
- 13.5. The following reasons are not appropriate grounds for requesting a review of a result:
 - 13.5.1. a comparison with the performance of another student or students; and/or
 - 13.5.2. the student's belief that the result is not commensurate with their effort.
- 13.6. Students should note that each review of a result is determined on its own merits without reference to other applications.
- 13.7. No appeal in regard to an assessment result will be considered more than three (3) weeks after the date of result being provided to the student.
- 13.8. The Course Coordinator or Training Manager will normally respond to the request for a review of a result in writing within ten (10) working days of receiving a properly completed application, and will decide to either confirm or vary the original decision.
- 13.9. For more information, please refer to PP96 Academic Appeals Policy and Procedure

14. Retention and disposal of assessments

- 14.1. Students are required to keep a copy (electronic or hard) of all items they submit for assessment, in case they are misplaced or lost, unless the format of the assessment item precludes a copy being made and stored.
- 14.2. All completed and marked student assessment tasks are to be retained for the duration of the accrediting period.

- 14.3. All recorded assessment results in the student management system are to be retained for a period of 30 years.

15. SCEI endeavours to maintain the highest standards of its training and assessment strategy.

- 15.1. As part of this Quality Management processes, Southern Cross Education Institute in conjunction with the Australian Skills Quality Authority (ASQA) continually monitors and reviews its assessment practices to ensure that they are conducted effectively as per the requirement of RTO Standard 2015 and the National Code 2018.
- 15.2. In the event SCEI and ASQA identify that the completed assessment tasks by graduates (all students graduated six months from the date of the findings) and current students do not meet the requirements of the Training Package(s) SCEI is not liable to refund any portion of any payments of any kind whatsoever paid by students. However, SCEI is obliged to organise the students' reassessment/replacement as well as extend their COE (if proven to be affected) free of charge.

RELATED DOCUMENTS

- FOR118 Request for Extension of Assessment Due Date form
- FOR258 Application for Special Consideration form
- PP95 Examination Policy and Procedure
- MISC Academic course progress register
- MISC Compliance Checklist
- PP96 Academic Appeals Policy and Procedure
- PP13 Monitoring International Student Academic Progress Policy and Procedure

LEGISLATIVE CONTEXT

- Standards for Registered Training Organisations (RTOs) 2015: Clauses 1.8
- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as 'the National Code 2018' Clause 8
- Education Services for Overseas Students Act 2000: Standard 21 (2B)
- 2023 Skill First Funding Contract, Schedule 1
- 2023 work Ready Funding Contract

RESPONSIBILITIES

Compliance Manager, Course Coordinator's, and Training Manager

- Responsible for the development, compliance monitoring and review of this policy and any associated procedures and forms.

Students

- Have the responsibility to adhere to this policy guidance especially submit assessment tasks by the due date and to sit examinations and attend oral presentations and skills assessments at the time and date set and agreed.

Trainers and Assessors

- Required to provide details of assessment tasks to students, mark assessments, provide feedback to students and submit results in a timely manner as per this policy.

Student Support Officers

- Required to ensure that all students are informed in regards to this policy guidelines
- Monitor the submissions and act according to the processes outlined in this policy.

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