

UTP36 – Assessment policy and procedure

Title: UTP36 - Assessment policy and procedure

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1. Policy

UTA Institute of Technology's (UTAIT) plans to ensure its assessment practices meet the requirements of all relevant endorsed Training Packages and outcomes specified in Nationally Recognised Training courses and in accredited courses. This policy outlines UTAIT's assessment practices and ensures that they are consistent with guidelines and policies issued through the National VET Regulator (ASQA) and assessment criterion contained within the relevant National Training Packages.

2. Scope

The Assessment Policy and Procedure is applied to all qualifications and units of competence listed under UTAIT's Scope of Registration and is relevant to all staff involved in the design, implementation, documentation and recording of assessment tasks and evidence.

This policy and procedure specifically covers;

- Training and assessments for Nationally Recognised Training and Accredited training provided by UTAIT,
- Skills Recognition assessments conducted by UTAIT

It provides guidelines for UTAIT staff and its assessors to;

- Meet regulatory compliance including the Standards for Registered Training Organisations 2015 as specified by ASQA.
- Provide a standardised and systematic process to managing UTAIT assessment processes.
- Meet student services standards and the principles of access & equity.

3. Responsibilities

The Director - Training is responsible for the implementation of this policy and to ensure that staff and students are aware of its application and that staff implement its requirements.

4. Related documents

UTP30 - Training and Assessment Strategy
Policy and Procedure
UTP39 - Student Behaviour Policy and Procedure
UTP32 Access & Equity Policy
Student Handbook

UTP20 - Continuous Improvement
Policy and Procedure
UTP25 Credit Transfer Policy & Procedure
UTP26 Recognition Policy & Procedure
UTP35 Complaints and Appeals Policy and
Procedure
Assessment Tools and RPL Kits

5. Assessment development

5.1 Assessment Model

At UTAIT, we recognise that assessment is one of the core services offered to our students (candidates) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of candidates are assessed using the following principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competence drawn from industry Training Packages or State accredited courses.
- That the target industry or enterprise requirements are contextualized and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.
- That evidence is evaluated in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills.
- That assessment decisions are based on all competency requirements as required in the Training Package

UTAIT has the following assessment models for all units of competency in its scope of registration:

- Training and Assessment Model
- Assessment Only Model

5.2 Competency based assessment

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

UTAIT applies the coding result as following:

- To record a person can/cannot do in an assessment task within a unit of competency: Satisfactory (S) or Not Yet Satisfactory (NS)
- To record a person can/cannot do in a unit of competency: Competent (C) or Not Yet Competent (NYC)

Competency based assessment can occur at different prescheduled intervals throughout the assessment process.

- *Diagnostic* also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.

- *Formative* assessment assists and supports training by monitoring and advising clients of their performance and rate of progress against the training outcomes. This provides feedback to the client, supervisor and trainer on what development activities are needed to achieve the required competencies.
- *Summative* is cumulative evaluation of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements which will result in the Statement of Attainment or Qualification.

5.3 Industry Engagement

Industry engagement underpins all Training and Assessment activities within UTAIT.

Industry input will be considered and incorporated into UTAIT's operation, including but not limit to:

- The assessment process for unit/cluster of units;
- The selection of training and assessment resources, and
- The skills and knowledge UTAIT requires its trainer/assessors to hold.

Through validation of assessment, UTAIT will actively seek industry feedback to improve its assessment tools and process. This is to ensure that assessment activities align with current industry methods, technology, product and performance expectations for the workplace tasks specified in the training package.

Refer to UTP30 - Training and Assessment Policy and Procedure/Industry Engagement.

5.4 Rules of evidence

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

- **Sufficiency.** We prioritise the collection of sufficient and relevant evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
- **Validity.** We collect evidence that is specified in the requirements for the unit of competency as expressed in the Training Package. UTAIT places significant emphasis on direct evidence that is gathered through observation and knowledge test. Evidence collecting from a workplace is emphasized through observation and compilation of a portfolio of work outcomes. Where this is impractical due to geographic distance, other forms of evidence are used such as industry evidence and detailed assessment of underpinning knowledge.
- **Authenticity.** We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the candidate's own work. Where

documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge (triangulation). In all instances, where work is submitted external to UTAIT (i.e.; electronically, distance assignments, online) this is to include a signed statement by the candidate that they certify the work as their own. Students will be asked to complete their workbook during class time to ensure authenticity of evidence.

- **Currency.** We must be satisfied that the candidate currently holds the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where a candidate has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. We will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

5.5 Principles of assessment

In the development and delivery of assessment services, UTAIT applies the principles of assessment. Assessment strategies are designed to ensure:

- **Validity.** Assessment is conducted against a broad range of skills and knowledge identified within each unit of competence and which is integrated with their practical application.
- **Reliability.** We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the candidate and for assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgments. Reliability is also supported by the moderation of assessment judgments across our assessors.
- **Flexibility.** We strive to provide assessment opportunities that reflect a candidate's needs. Our chosen assessment strategies provide for recognition of a candidate's current competence, employ a range of methods appropriate to the context of the industry, the competency and the candidate.
- **Fairness.** Our assessment approach encourages fairness in assessment through consideration of the candidate's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

5.6 The assessment tools

The assessment tools developed by UTAIT have the following components:

5.6.1 Assessment information

Assessment information is the information provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities. At UTAIT our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a candidate will be directly affected by the quality of the information provided at the commencement of the activity. These assessment activities are consistently validated according to UTAIT's UTP30.17 - Training and Assessment Strategy Policy and Procedure/Validation and Moderation.

Assessment information is developed in the following format.

The assessment task	<p>Descriptions of the assessment task, including but not limit to:</p> <ul style="list-style-type: none"> - What need to be performed, - Any preparation required prior to the assessment task, - Reading time, - Time frame, - Instruction on open/close book (for written and verbal assessment), - Any special OH&S requirements.
Marking Criteria	<p>Decision marking rules to deem Satisfactory (S) or Not Satisfactory (NS) outcome.</p> <p>Note: successful completion of this assessment does not imply automatic successful completion of the unit.</p>
Type of assessment	Formative/Summative Assessment
Context for Assessment	<p>Assessment context refers to both the physical and non-physical environment, in which skills and knowledge are assessed. This may be a workplace or simulated workplace environment, such as an office setting or an automotive workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace culture and so on. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.</p> <p>Description of the context of assessment, including but not limit to:</p> <ul style="list-style-type: none"> - Assessment environment - Required physical resources, tools, equipment, workplace policies and

	<p>procedures or workshop manual...</p> <ul style="list-style-type: none"> - When the assessment being conducted - Any special consideration (if applicable)
Re-assessment	Conditions and requirements for re-assessment.
Reasonable adjustment for Students with special needs	Where a student demonstrates a special leaning needs or difficulty, what adjustments the assessor is allowed to make to ensure the fairness principle is adhered to. However, reasonable adjustment must ensure that it does not compromise the rigour of the assessment process.
Assessor intervention	Define the amount of support (if any) provided by the assessor
Cheating and Plagiarism	How cheating and plagiarism is dealt with during the assessment process
Submission & administrative instruction	What administrative requirements that students and assessor need to fullfil during and after the assessment process.
Verification of authenticity of evidence	Requirements that the assessor need to fulfill to ensure the evidence collected during the assessment process belongs to the learner being assessed.

To further ensure the fairness principle, students are informed about their appeal right when the assessment result is given to the student. The assessment tools include the field below at the end of the assessment.

<p>Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback</p> <p>I have also checked for plagiarism and cheating.</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>
<p>Student: I declare that I have been assessed in this unit, and I have been advised of my result. I am also aware of my appeal rights.</p>	<p>Signature: _____</p> <p>Date: ____/____/____</p>

5.6.2 Evidence to be collected

Evidence collected are the media (electronic or hard copy) used to gather evidence about a student's competence. All developed assessment tools support the assessment of applicable units of competence in accordance with the requirements of industry Training Packages and fit with the requirements of the target industry and enterprise. Some units of competence are associated with accreditation requirements and whilst this is not always stipulated in the unit of competence, assessors will inform students of the additional requirements this imposes during assessment. Assessment strategies and tools are developed in consultation with industry, including the mandatory tools and equipment.

UTAIT develops assessment tasks based the principles that:

- Incorporation of the Student's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the Student's workplace performing real workplace tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to some qualifications.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within UTAIT facilities.

As part of the assessment tools, evidence gathering tool for each assessment method are developed by UTAIT to ensure the assessment tools meet the rules of evidence and the principles of assessment:

- Practical assessment: an observation checklist that describes the behavior expected by candidate in response to the assessment task.
- Project Assessment: an instruction of how to submit the project/portfolio and description of evidence submitted by the candidate.
- Knowledge based test: a recommended answer for each question in the test.
- Workbook: a recommended answer for each question in the workbook
- Verbal test: Develop a response checklist that outlines the expected response from the candidate for each question.

- Third party report: a third party report that describes the behavior expected by candidate in relation to the competency at their workplace. In addition a record of third party report that requires the assessor to contact the third party for verification of the authenticity of the report.

To verify UTAIT's assessment tools meet the rules of evidence and the principles of assessment, an Assessment Tool and Mapping Guide is developed for each unit of competency (UOC). The Mapping Guide maps all assessment tasks, assessment criteria, questions against all requirements in the unit of competency.

5.6.3 Unit Completion Sheet (UT10)

The unit completion sheet UT10 is developed for each unit of competency. This sheet will be signed off by the assessor and the student and to be submitted to the administration staff together with all completed assessment evidence. There is a clear guidance on how to deem the student competent from multiple sources of evidence and assessment tasks. The unit completion sheet is an official record that confirms the student have achieved competent/Not Yet Competent outcome for the unit of competency.

5.6.4 Student Overview

Students have access to the unit of competency and assessment tasks required for the unit prior to commencing the unit. A Student Overview describes all performance criteria, required skills and knowledge, critical aspect of evidence, any mandatory range statement, context of assessments and required assessment tasks for the unit.

5.7 Recognition

5.6.4 Credit Transfer

UTAIT will recognise and award credit for students presenting with current competence. Where a student is seeking credit for a unit of competence that is on our scope of registration and the student can provide satisfactory evidence that the unit has been previously awarded to the Student, credit will be awarded. Further information can be found in UTP25- *Credit Transfer Policy and Procedure*.

5.6.4 Recognition of Prior Learning (RPL)

UTAIT provides all students the opportunity to seek recognition of their prior learning. Information about RPL is provided to students prior to enrolling into UTAIT via the UTF01 - Application for Enrolment and Student handbook.

Recognition is viewed simply as another method of assessment and therefore is conducted in

accordance with this policy. Further information can be found UTP26 - *Recognition Policy and Procedure*.

Assessment tools for RPL assessment pathway is developed in the following format:

Candidate Guide

The candidate guide provides the information to the RPL candidates so that they can prepare their evidence portfolio. The following information is included in the candidate guide:

- Introduction of RPL
- A general evidence list
- What do candidates need to do once they have collected the required information
- Benchmark for assessment
- Stages of the RPL process, including information about the Complaints and Appeals rights
- Frequently asked questions
- A sample of referee testimonial
- RPL evidence submission sheet. This template will help the candidate to map the evidence collected with each unit of competency.
- Specific evidence guide for each unit of competency.

Assessor Guide

The assessor guide provides clear guidance to the assessor on how to assist the candidate during the RPL process, as well as how to assess the evidence portfolio submitted by the assessor. The following information is included in the assessor guide:

- Document instruction and scoring guide to score submitted evidence against the rules of evidence.
- Section A: Assessor information, including but not limit to the following:
 - Authentication/verification of evidence
 - Recording assessment
 - Stages of the RPL process
- Section B: Assessor report, which includes the following subsections for each unit of competency in UTAIT's scope of registration:
 - Assessment Summary
 - Master Evidence Log
 - Evidence Review
 - Record of Conversation
 - Observation Recording Sheet
- Section C: Third Party verification report and referee testimonial record templates.

6. Validate and approve assessment before use

To ensure the developed assessment tools meets the rules of evidence, principles of assessment and relevant to the industry, assessment tools must be validated. The Director of Training will approve the assessment before use. Requirements of the validation team and validation form are detailed in the UTP30.7 - Training and Assessment Policy and Procedure/Validation and Moderation.

7. The Assessor

It is UTAIT's policy to engage assessors that meet the requirements of the Standards for Registered Training Organisations , as following:

- Hold vocational competencies at least to the level being delivered and assessed.
- Demonstrate current industry skills directly relevant to the training and assessments being provided.
- Have current knowledge and skills in vocational training and learning that informs their training and assessment.
- Hold Certificate 4 in Training and Assessment or a qualification in adult education at diploma or higher level. (Or equivalent competency to one of the mentioned qualification)
- Undertake ongoing professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, appropriate supervision arrangements are put in place to support the gathering of valid evidence.

UTAIT has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Standards for RTOs. Refer to UTP31 - Employment and Professional Development Policy and Procedure.

8. Assessment validation

In order to ensure that all qualifications offered and assessed by UTAIT are of the highest quality, produce valid assessment judgements and ensure graduates have the skills and knowledge required by industry, as expressed in the training package, UTAIT undertakes validation of all material presented and assessed for all units of competency in its scope of registration.

Details of assessment validation, validators, assessment plan are expressed in the UTP30.7 - Training and Assessment Policy and Procedure/Validation and Moderation.

9. Conduct Assessment

The following procedure is applied for conducting assessments:

Step 1: Prepare for assessment.

The assessor:

- Establishes the context and purpose of the evidence to be collected.
- Identifies and analyses the units of competency, Training Package and the UTAIT assessment strategy to identify the evidence requirements.
- Reviews the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.
- Informs candidate(s) to apply for RPL, RCC or Direct Credit Transfer where relevant.

Step 2: Prepare the Student

The assessor meets the Student and:

- Explains the context and purpose of the assessment and the assessment process.
- Explains the units of competency to be assessed, assessment tasks and the evidence to be collected.
- Outlines the assessment procedure and the preparation the student should undertake, and answer any questions.
- Assesses the needs of the student and, where applicable, negotiate reasonable adjustment for assessing students with special needs without compromising the competency outcomes.
- Seeks feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process.
- Determines if the student is ready for assessment and, in consultation with the student, decide on the time and place of the assessment.

Access and Equity Guarantees

In accordance with the Access and Equity Policy, UTAIT operates without bias, discrimination or harassment, and expect the same from all participants in our courses. More information can be found in the Student Handbook and UTP32 - Access and Equity Policy.

Step 3: Plans and prepares the evidence-gathering process.

The assessor:

- Establishes a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision.
- Ensures evidence collection methods meet qualification and UoC requirements.

- Sources or develops assessment materials to assist the evidence-gathering process (if required)
- Maps evidence collection methods to UoC and qualification requirements.
- Organises equipment or resources required to support the evidence-gathering process.
- Coordinates and brief other personnel involved in the evidence-gathering process.
- Ensures assessment is conducted within program timeframes.

Step 4: Collect the evidence and make the assessment decision.

The assessor:

- Establishes and oversees the evidence-gathering process to ensure its validity, reliability, fairness and flexibility.
- Collects appropriate evidence and match compatibility to the requirements of the relevant units of competency.
- Evaluates evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills.
- Incorporates allowable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Evaluates the evidence in terms of validity, consistency, currency, authenticity and sufficiency.
- Consults and works with other staff, assessment panel members or technical experts involved in the assessment process.
- Records details of evidence collected; and makes a judgment about the Student's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment

The assessor provides advice to the learner about the outcomes of the assessment process. This includes providing the student with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome.
- Information on reassessment and the appeals process if applicable.

Step 6: Record, report and storage of the assessment result

UTAIT has responsibility for recording assessment outcomes and for maintaining and securing assessment records in a permanent and accessible system.

To record and report the result the assessor:

- Records the assessment outcome according to the policies and procedures of UTAIT .
- Maintains records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of UTAIT .
- Maintains the confidentiality of the assessment outcome.
- Where a NYC result is recorded, offer students the opportunity to be reassessed. See Step 8.

Document management and results recording

- i) Assessors are to complete a assessment submission sheet that shows all students and records their results. Assessors are to ensure that all students signature, dates, relevant tick boxes are in place.
- ii) This is to be submitted to administration within 2 working days of completion of assessments (for assessment conducted in campus) or within 5 working days (for assessment conducted outside of UTAIT's campus).
- iii) Administration is to record this data in the Student Management System
- iv) All hard copies of completed student assessment items for each student, as per the definition above, for a minimum period of six (6) months from the date on which the judgement of competence for the student was made. Hard copies are kept in student's file. Scanned copies of student assessment items are kept 5 years after the completion/withdrawal of the student's enrolment. (as per UTP24 - Record Retention Policy and Procedure).
- v) In addition the original version of the assessment and model answers shall be stored electronically so that the students work can be compared against the instructions and questions given at the time.

Step 7: Review the assessment process

On completion of the assessment process, the assessor:

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

Step 8: Participate in the reassessment and appeals process

Despite the best efforts of UTAIT to provide quality services and outcomes to its students, a complaint may occasionally arise that require formal resolution. The UTP35 - *Complaints and Appeals Policy & Procedure* provides students the opportunity to formally appeal an assessment decision, with a process to ensure a fair and equitable appeal outcome.

The assessor:

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

The Director - Training:

- Reviews the assessment decision
- Facilitate the moderation of the Students assessment
- Provides feedback to the student on the outcome of the assessment moderation

10. Re-assessment

It is inevitable that some students will not meet the requirements of the assessment evidence and will be judged as not-yet-competent. At UTAIT, our approach to these situations is to work with the student in order to address deficiencies and to build their skill and knowledge in preparation for additional assessment. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between the student and the assessor.

In some rare circumstances, students may find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled training plan. When this occurs, arrangements may be agreed to that allows the student to undertake additional learning in their own time and return for additional assessment at a time suitable time for UTAIT. This may be during a period of reduced training activity or at a time when planned assessments are occurring and it is convenient to facilitate the additional assessment of the student.

All re-assessment must be undertaken within the duration of the proposed start and end dates as stipulated in the training plan. Re-assessment undertaken outside of the course duration in the training plan may involve extension of enrolment, which may incur additional fee.

As a general guide, assessors are to make alternative arrangements to provide opportunities for

assessment within the constraints of available time and resources. In all circumstances, assessors are to allow a minimum of 1 day before the candidate undertakes re-assessment. This is to allow the candidate to review their skills and knowledge based on the feedback given by the assessor.

Re-assessment procedure:

Student must be assessed as 'Competent' -C in all units of competency in order to successfully complete the course in which they have enrolled in. If a student receives a Not Yet Competent - NYC in a specific unit, he/she will have to make arrangements to be re-assessed.

Reassessment is available only if the student has attempted assessment but fail to demonstrate competency. However, if student miss the particular assessment task, he/she may be allowed to re-sit for that particular assessment. This option is only available if the student has compelling ground for missing the assessment.

If the student who has been found to be involved in cheating or plagiarism, re-assessment fee is applied from the first re-attempt. (Refer to UTP39 - Cheating and Plagiarism Policy and Procedure).

Students are only required to re-assess the assessment task that he/she was deemed Not Satisfactory (NS). (E.g: written assessment task, verbal assessment task, practical assessment task etc..)

For each assessment task, students are allowed one (1) free re-assessment. The second re-assessment attempt for the same assessment task will incur a re-assessment fee of AUD200. Students do not achieve Satisfactory (S) level after two (2) reattempts will be deemed Not Yet Competent (NYC) for the relevant unit of competency and there is no re-assessment option after the two (2) re-attempts.

Reassessment must be applied in writing by the student within seven (7) calendar days after the result is made available to him/her. This means that the student is responsible to acknowledge that he/she has received results and has been deemed Not Satisfactory (NS) for a given assessment task or Not Yet Competent (NYC) for the units of competency previously undertaken.

11. Dealing with Cheating and Plagiarism

It is UTAIT's policy to promote honesty and integrity of learning and assessment. It is expected that each UTAIT's student to accept her/his responsibility to maintain honesty and integrity in all endeavors inside and outside of UTAIT's classroom, workshop or garage.

Disciplinary actions will be taken by the Director of Training when a student is proven to be involved in cheating or plagiarism behavior during their enrolment with UTAIT. A student who has been proven to have involved in cheating and/or plagiarism behavior in an assessment task will be deemed Not Satisfactory (NS) for that assessment task. Students who are found cheating or guilty of plagiarism for a second time will need to re-enrol and repeat the entire Unit of Competence and pay applicable fees.

Refer to UTP39 - Plagiarism and Cheating Policy and Procedure for further information.

12. Verification of the authenticity of student work

To ensure the authenticity of student work, assessment activities are conducted within UTAIT's premises under the supervision of UTAIT's trainer/assessor/staff.

Where it is impractical to supervise student's assessment (RPL evidence), the assessor must take all efforts to verify the authenticity of the evidence. Methods of verification may include but not limit to:

- Interview the candidate
- Verify the evidence with referees, RTOs or other sources.

In some cases when the assessor is in doubt about the authenticity of the work submitted by the student, the assessor may withhold his/her decision. In such circumstances, the onus is on the student to give evidence that the work submitted was completed without undue assistance.

In doubtful cases, where time is available, and at the discretion of the assessor, students may be permitted to complete an alternative and equivalent task under more closely supervised conditions, to substitute for the piece in question.

13.Revision History

Version	Continuous Improvement Reason	Continuous Improvement Change
1.0	Original document	
1.1	revised	