



POLICY

Training and Assessment

1. Purpose & Objective

- 1.1. The objective of the policy is to maintain consistency and rigour in all aspects of UNE Partnerships' course design and delivery.

2. Scope

- 2.1. This policy applies to all vocational education and CRICOS courses on scope with UNE Partnerships in Australia.
- 2.2. For ease of reference the term qualification is used as a synonym with the term 'course' to cover non AQF award CRICOS courses.

3. Policy

Principles

- 3.1. Quality, student-centric training and education is the core focus of UNE Partnerships and this is demonstrated through a commitment to high standards in training, teaching and assessment, the provision of high-quality learning resources, the delivery of personalised academic support and opportunities to engage with industry and workplace mentors and/or partners.
- 3.2. This core focus is characterised by:
- a) clearly defined and enforced standards of delivery and academic integrity;
 - b) a student-focussed constructivist approach to teaching which builds on students' prior knowledge, with a focus on scaffolded content delivery from knowledge and skill acquisition through to application;
 - c) curricula that are relevant, contemporary and informed by research and thinking in the discipline;
 - d) an inclusive and stimulating learning environment that incorporates face-to-face delivery, access to integrated learning technologies and work-based learning directed towards career-ready graduates;
 - e) recognition of the diversity of training, academic and personal support required by its diverse student cohort;
 - f) a commitment to maximise opportunities for students to successfully complete their studies; and
 - g) support for a community of enquiry based on mutual respect between students and academic and professional staff and opportunities for students to participate in decision making.
- 3.3. These principles are embodied in the design and delivery of courses as specified in the UNE Partnership Quality Standards and Benchmarks.

Qualification Approval, Amendment and Transition

- 3.4. All qualifications are added to scope with reference to UNE Partnerships' strategic direction and current, expected future demand with an emphasis on external benchmarking and industry consultation to ensure that qualifications meet the expectations and needs of students, industry, and professional and regulatory accrediting bodies.
- 3.5. VET qualifications may take the form of:
- a) a nationally endorsed training package; or
 - b) an Australian Skills Quality Authority (ASQA) endorsed course comprising of enterprise units (units that do not duplicate existing training package content) and/ or selected units from a current nationally endorsed training package.

- 3.6. All courses registered on CRICOS must meet requirements under the National Code 2018 and the ESOS Act 2000.
- 3.7. Wherever practicable and appropriate, qualifications include an opportunity to expose students to the context and requirements of professional practice.
- 3.8. Qualifications must not be advertised or offered until approval to proceed is granted by the relevant professional or regulatory body.
- 3.9. A decision to withdraw a qualification from UNE Partnerships' scope may be made based on financial (numbers and revenue), academic or reputational risk indicators.
- 3.10. UNE Partnerships ensures all learner training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date of replacement training product.
- 3.11. Where a student has not completed the superseded training package qualification or accredited course at the completion of the teach-out period, they will be transferred to the new qualification.
- 3.12. Where the National Register publishes that a training package qualification has been deleted, UNE Partnerships does not enrol any new students into the deleted training package qualification or course.
- 3.13. No new enrolments in superseded training package qualifications or accredited courses commence after the 12-month period.

Learning Resources

- 3.14. Learning resources are the facilities, learning technologies, print and online resources, texts and library services available to students and to teaching staff to supplement and enhance curriculum delivery and assessment.
- 3.15. UNE Partnerships believes that the appropriate selection and integration of learning resources in conjunction with relevant, contemporary content and sound pedagogy is integral to student success.
- 3.16. Learning resources are selected, designed and developed to enable students to succeed in units and qualification of study and must:
 - a) meet a stated curricular or pedagogical need;
 - b) support and enhance pedagogy;
 - c) support the quality of the student experience and take into consideration issues of accessibility for disability and diverse learning needs;
 - d) foster continuous renewal and innovation in higher education delivery while catering to the needs of UNE Partnerships' student cohort;
 - e) be sustainable and scalable;
 - f) if an additional cost to the student, be affordable and accessible; and
 - g) align with UNE Partnerships' strategic goals.
- 3.17. The currency, value and pedagogical impact of learning resources must be reviewed as part of quality monitoring and review.

Assessment

- 3.18. Assessment is integral to the advancement of student learning and evaluation of the student's knowledge, understanding, abilities or skills with a mix of formative and summative assessment essential to meeting these aims.
- 3.19. Cumulative assessment outcomes certify that students have acquired the necessary skills and knowledge, and the ability to apply them appropriately, to meet qualification and unit of competency outcomes, and external requirements from professional bodies or registration authorities.
- 3.20. Assessments are to be relevant to the workplace where appropriate and consultation with industry should form part of this process.
- 3.21. Assessment and feedback should:
- empower and engage students with their learning;
 - encourage peer-to-peer interaction and open dialogue between students and academic staff;
 - actively develop information skills to enable students to recognise what information is required when and to locate, evaluate and use information effectively;
 - provide a sound measure of the acquisition of learning outcomes.
- 3.22. Assessment outcomes must be moderated to ensure consistency in marking across subjects.
- 3.23. Assessment will be reviewed as part of UNE Partnerships quality assurance and improvement processes.
- 3.24. Assessment in VET courses is conducted in accordance with the Principles of Assessment and the Rules of

Evidence.

- 3.25. Principles of assessment
- Fairness:** the individual student's needs are considered in the assessment process; where appropriate, reasonable adjustments are applied by UNE Partnerships to take into account the individual student's needs; UNE Partnerships informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be re-assessed if necessary.
 - Flexibility:** assessment is flexible to the individual student by reflecting the student's needs, assessing competencies held by the student no matter how or whether 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, and the individual.
 - Reliability:** evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
 - Validity:** the assessment decision is justified based on the evidence of performance of the individual student. This principle requires: assessment against the unit(s) of competency and the associated assessment requirements 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 student could demonstrate these skills and knowledge in other similar situations; judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency, and associated assessment requirements.

3.26. Rules of Evidence

- a) **Validity:** the assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- b) **Sufficiency:** the assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a student's competency.
- c) **Currency:** the assessor is assured that the assessment evidence demonstrates current competency. This requires assessment evidence to be from the present or the very recent past.
- d) **Authenticity:** the assessor is assured that the evidence presented for assessment is the student's own work.

Academic Misconduct

- 3.27. UNE Partnerships is committed to maintaining principles of academic integrity and honesty with students and staff expected to observe the highest ethical standards in all aspects of academic work.
- 3.28. Students and staff are formally instructed as to what constitutes academic misconduct and must commit to engage in behaviour that upholds these standards.
- 3.29. UNE Partnerships will deal fairly, transparently and consistently with allegations of academic misconduct.
- 3.30. Students and staff who are found to be engaged in academic misconduct will be subject to an academic penalty commensurate with the severity of the misconduct and the number, if any, of repeat offences including measures such as exclusion and expulsion in extreme cases.
- 3.31. Data in relation to academic misconduct is a key input into academic and organisational risk assessment, monitoring and review.

Communication with Students

- 3.32. UNE Partnerships' provides timely and adequate advice and guidance to its students if the qualification or course in which they are enrolled is superseded/deleted/expired and students will be given the opportunity to transfer to the replacement training package qualifications and accredited courses.

Communication including reporting and deadlines must comply with the ESOS Act 2000.

- 3.33. Current students will be advised in writing as soon as possible of the detailed requirements, including associated fees for transfer to a replacement training package qualification or accredited course.

4. Definitions

AQF	means the Australian Qualifications Framework
CRICOS	means the Commonwealth Register of Institutions and Qualifications for Overseas Students (CRICOS), an Australian government register that lists all Australian education providers offering qualifications to people studying in Australia on student visas and the qualifications offered
NATIONAL REGISTER	means the register of nationally recognised training organisations
NON-AQF COURSE	means a course of study, which may be CRICOS registered, that does not comply nor is required to comply with the Australian Qualification Framework.
QUALIFICATION	means a qualification, which is approved by the Academic Committee and the Board of Governance, and is awarded upon completion of the relevant qualification requirements
STAFF	means employees of UNE Partnerships employed under the Educational Services (Post-Secondary Education) Award 2010
STUDENT	means an admitted or enrolled student of UNE Partnerships Admitted student means a student who has been admitted to an UNE Partnerships course of study and who is entitled to enrol in a unit of study. Enrolled student means a student who has been admitted to an UNE Partnerships course of study who is enrolled in a subject at UNE Partnerships
UNIT (OF COMPETENCY)	means that each qualification of study comprises of a number of units which may be core/compulsory or elective. Each unit comprises a discrete set of objectives, content, methods and assessment which jointly ensure that qualification objectives and learning outcomes are met. Each unit consists of individual topics of study, unique to each unit.

5. Associated Information

Related Legislation	<ul style="list-style-type: none"> • Educational Services for Overseas Students Act 2000 • National Vocational Education and Training Regulator Act 2011 • Standards for Register Training Providers 2015 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • <i>VET Student Loans Act 2016</i> • Disability Standards for Education 2005
Date Endorsed	12 th July 2019
Date of Effect	12 th July 2019
Date of Review	
Endorser Authority	UNEP Board of Directors
Approval Authority	CEO – UNE Partnerships
Document Administrator	Director of Education

6. Change History

Version Control	Version 1
Approving Body	
Change Summary	



1800 066 128 | unep.edu.au