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## 1. Purpose

Orange College (OC) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations 2025 (SRTOs 2025). As such, OC is required to implement an assessment system that ensures assessments, including Recognition of Prior Learning (RPL), comply with the assessment requirements of National Training Packages and Vocational Education and Training (VET) Accredited courses within its Scope of Registration. This Policy has been developed to provide a framework for the design, delivery and implementation of assessment of students.

This Policy ensures that:

- Assessment practices comply with SRTOs 2025.
- It provides trainers and assessors with clear information on assessment processes and evidence requirements
- Assessments are conducted in accordance with the Principles of Assessment (POA) and Rules of Evidence (ROE)
- Training and assessment is delivered only by trainers and assessors who:
  - a) Hold the appropriate credentials for the delivery of training and assessment, as specified in the Credential Policy
  - b) Undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students
  - c) Have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed

## 2. Scope

This Policy applies to all OC staff (VET), trainers and assessors (VET), students (VET) and courses and programs (VET) offered by OC.

## 3. Policy Statement

OC offers assessment opportunities to all enrolled students. OC is committed to ensure that all assessments are conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, particularly the Principles of Assessment (POA) and Rules of Evidence (ROE), industry expectations and standards.

At OC, we recognise that assessment is a core service offered to our students and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of students are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence. (Valid, Current, Sufficient, Authentic)
- That assessment is conducted in accordance with the principles of assessment. (Valid, Flexible, Fair, Reliable)

OC applies flexible assessment options, which recognises the diversity of individual student needs and circumstances, facilitating wherever possible the realisation of their learning and vocational goals.

OC ensures that:

- All assessment options and processes implemented are in compliance with competency-based assessment and Training Package requirements;
- All assessments ensure the integrity of the VET system;
- Assessment complies with the Principles of Assessment (POA) as prescribed in the SRTOs 2025;
- Evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the SRTOs 2025; and
- All assessments are conducted by individuals who meet the necessary requirements as noted in the SRTOs 2025.

## 4. Definitions

The following words and expressions have the specific meanings as per the Standards for Registered Training Organisations (SRTOs) 2025.

Assessment is the process of gathering a range of evidence about students' learning and performance that enables judgements to be formed as to whether a student has achieved the specified level of knowledge, skill and/or proficiency of application and/or performance in relation to the learning outcomes appropriate for the level of the course in the Australian Qualifications Framework (AQF) and as specified learning outcomes for the unit of study and course as set out in the course materials/syllabus and unit learning outlines.

Assessment System is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Compassionate or Compelling circumstances: is defined as circumstances beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- 1) Serious illness or injury, where a medical certificate states that the student was unable to attend classes,
- 2) Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided),
- 3) Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies,
- 4) A traumatic experience which could include:
  - Involvement in, or witnessing of a serious accident; or
  - Witnessing or being the victim of a serious crime, and these experiences have impacted on the student (cases should be supported by police or psychologists' reports)

- 5) Where OC was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.

Note: The above circumstances are only some examples of what may be considered Compassionate or Compelling circumstances. OC uses their professional judgement to assess each case on its individual merits when determining whether Compassionate or Compelling circumstances exist.

Competent is an overall and final result for the unit. It means the student has been assessed and satisfies all of the requirements for the unit of competency.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency Assessment: In VET, people are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, to the standard of performance expected in the workplace. Both on the job and off the job training and assessment aim to make sure that the individual participating in the training and assessment has the competence to undertake their work role to the standard expected in the relevant workplace.

An individual can be assessed during their training, at the end of their training, or without even undertaking any training (for example if they believe they are already competent).

Those being assessed are often called students. The method and timing of assessment will vary depending upon the assessor, the student and the competency being assessed.

Credit Transfers (CT) Credit transfer is training credit for a unit of competency or module previously completed by a student and includes granted application for mutual recognition. Credit transfer and granted application for mutual recognition are essentially administrative processes. These are not formal enrolments in the normal sense because they involve neither delivery nor assessment of the student's knowledge. However, credit transfers need to be recorded and reported, firstly to exempt the student from the need to enrol in the unit, and secondly for the purposes of provider and systems calculation of qualification eligibility. Upon application by the student, the provider consults curriculum documents or official lists to determine the extent to which the student's previously achieved program of study or subject is equivalent to the required learning outcomes, competency outcomes, or standards in the program of study they are now undertaking.

National recognition can be:

- 1) recognition by a registered training organisation of the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person;
- 2) recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions; and
- 3) recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course-accrediting body and of its accreditation decisions.

Not Yet Competent is an overall and final result for the unit. It means the student has attempted all of the requirements for the assessment and has been assessed as Not Yet Competent, or as not satisfying one or more of the requirements for the unit of competency. For example, this would apply if a student attempted ten of ten required assessments and was assessed as not competent in one or more of the assessments. However, if a student had only attempted nine of the ten assessments, this outcome would not be used as the student must attempt all of the assessments.

Not Yet Satisfactory (NYS) is an assessment task grading awarded to a student who has failed to demonstrate that they are competent to the specified assessment criteria.

No Submission Available (NSA) is an assessment task grading awarded to a student who has failed to submit an assessment task.

Principles of Assessment: OC conducts assessments in line with the nationally recognised Principles of Assessment (POA) to ensure fairness, consistency, and validity. These principles ensure that assessment practices meet both the needs of students and the requirements of accredited training products. The four POA are:

- 1) fairness – Assessment accommodates student needs, with reasonable adjustments where appropriate, and provides opportunities for reassessment where justified
- 2) flexibility – Assessment reflects the context of the training product and student, recognising skills and knowledge acquired through various learning pathways.
- 3) validity – Assessment accurately measures the knowledge and skills described in the relevant training product or course
- 4) reliability – Assessment decisions are consistent and comparable, regardless of who conducts the assessment or when it is conducted

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal (such as previously unrecognised skills and knowledge), or informal learning. This process determines the extent to which a student achieved the required learning outcomes, competency outcomes, or standards for entry into, and/or partial or total completion of, a program of study.

- 1) Formal Learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- 2) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- 3) Informal Learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

AQF RPL Link: <https://www.aqf.edu.au/help-qualifications/recognition-prior-learning>

Rules of Evidence: All assessments at OC must be based on evidence that meets the Rules of Evidence:

- 1) validity – Evidence clearly demonstrates the student's competency in the required knowledge and skills
- 2) sufficiency – There is enough evidence to confidently make an assessment decision
- 3) authenticity – The evidence presented is the student's own work
- 4) currency – Evidence reflects the student's current skills and knowledge

Satisfactory is an assessment task grading awarded to a student who has demonstrated that they are competent to the specified assessment criteria.

Withdrawn is an overall and final result for the unit. Withdrawn is an outcome for students used under two possible scenarios. The first scenario is that the student has engaged in some learning activity and has then notified the training organisation of their withdrawal before completing all of the assessment criteria. The second situation is where the student has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the training organisation. In this situation, a student does not attend the final assessment and has not made contact with the training organisation to formally withdraw or arrange a continuing status. The withdrawn outcome applies in this situation, even if the student has completed some assessments and been assessed as not competent for one or more assessments.

## 5. Assessment Tool

### 5.1 Assessment Tool Development

OC implements an assessment system that ensures that assessment including RPL:

- Complies with the assessment requirements of the relevant training package or VET accredited course; and
- Is conducted in accordance with the POA and the ROE

### 5.2 What is an Assessment Tool?

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence.

Assessment tools are the instruments and procedures used to gather and interpret evidence of competence:

- The instrument is the activity or specific questions used to assess competence by the assessment method selected. An assessment instrument may be supported by a profile of acceptable performance and the decision-making rules or guidelines to be used by assessors
- Procedures are the information or instructions given to the student and the Assessor about how the assessment is to be conducted and recorded.

OC has developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. It is important for OC Staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our students or target industry group.

OC Staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment.

### 5.3 Types of Assessment

Formative assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. Information collected (generally via a range of formal and informal methods which includes but not limited to LMS, learner's workbook activities, class discussions, class group activities and class quiz) during a course to determine students' progress towards course outcomes or learning goals. Pre-class and In class activities form a part of the formative assessment, which contributes to 30% online guided learning and is verified through students' participation and engagement in group discussions in the class. Its purpose is to provide feedback in order to adapt or change teaching content or approaches, or to adapt or change student learning and study strategies.

Summative assessment evaluates achievement of the training outcome. It confirms achievement of the competency requirements as per benchmarking. Culminating Assessments are the assessments carried out at the end of a course/unit of study (as appropriate) to determine and specify students' achievement of course outcomes or learning goals.

1) Assessment Modes may include:

- a) Classroom/Online via LMS and other learning apps
- b) On-the-job (workplace model only if applicable)
- c) Pre-Class, In-Class and Post Class activities
- d) Simulated Environment
- e) Completion and submission of assignments / projects
- f) Recognition of Prior learning (RPL)

2) The following are examples of Assessment Tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the Rules of Evidence and the Principles of Assessment:

Evidence gathering methods commonly used by OC may include, but are not limited to:

- a) Projects: The Student demonstrates their skills and knowledge by way of the completion of a project. The project parameters may include research, report writing and presentation activities and is normally conducted over time and requires the student to collect information regarding an aspect or aspects of their learning – on occasion projects will be done in groups.
- b) Written Questions: Written questions can be in a number of formats:
- c) The learner is to choose the correct answer, given multiple choices or true/false options or to match information with another set of given information

- d)* The learner is to construct the answer themselves, as in short-answer responses or longer reports or essays.
- e)* Assignments: Assignments are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within a given timeline.
- f)* Workplace Simulation: The learner demonstrates competence by way of demonstrating job specific skills off-the- job (e.g. training kitchen, 'simulated' workshop, industry training centre).
- g)* Problem Solving: Implementing problem solving techniques to analyse a product or process for problems or errors. Generally included in written questioning activities.
- h)* Practical Demonstration: The learner demonstrates competence by showing steps or processes used to produce a product or service at the workplace. The demonstration consists of assessor constructed practical demonstrations to test critical aspects of performance. Best practice requires a set of questions to be asked at the same time as the practical demonstration to assess the learner's underpinning knowledge.
- i)* Scenario: Can be a written scenario or a type of role-play – for role-plays, see below. In the case of a written scenario, the learner is required to read a 'script' and provide an appropriate written or verbal response. The assessor should assess the learner's underpinning knowledge during this activity.
- j)* Role Play: The learner is required to 'act out' a scenario to demonstrate appropriate responses to situations (e.g. meeting procedures, leadership techniques, conflict resolution, a student complaint, and management techniques). In some cases, the 'acting out' will demonstrate what not to do in certain situations
- k)* Interview: Learners can demonstrate competence via a verbal interaction with the assessor. This can be a useful strategy to provide formative feedback to the learner: for example, as a progress report of a negotiated assessment task to ensure that the learner is on task and/or if they require further guidance to complete the task.
- l)* Oral Presentations: Learners demonstrate their competence via an oral presentation about an area of knowledge or their projects to a group that includes their assessor, their colleagues and any other interested parties.
- m)* Video/Audio Tape: The learner provides video or audio recordings of their performance in the workplace that is subsequently reviewed by an assessor.
- n)* Portfolio: A portfolio normally comprises a written submission detailing the learner's background, experience, training and qualifications that provide evidence to the assessor that the learner has the skills and knowledge required by the unit of competency – can include samples of workplace documents.
- o)* Third Party Reports (as applicable): May form part of the learner's portfolio. Workplace reports are used to demonstrate on- the-job competence directly related to a unit(s) of competence. The assessor will support an assessment decision with workplace reports where applicable.

- p)* Observation Checklist: This is a checklist completed by a workplace assessor while observing the learner undertake real work activities at the workplace and demonstrate processes and/or the steps to produce products.
- q)* Case Study: A case study is a research method and is useful in ascertaining the learners' problem-solving techniques and underpinning knowledge. Case study methods involve an in-depth, longitudinal (over a long period of time) examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analysing information, and reporting the results. Not the same as written questions or scenarios.
- r)* Journal: The learner maintains a journal that records learning activities, skills and knowledge acquisition. Journals are examples of assessment tools designed to encourage reflective, self-directed learning. In both cases, learners are responsible for reflecting on their learning and development over time.
- 3) Assessment is carried out in accordance with the requirements of the relevant Training Package, accredited course or curriculum, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency.
- 4) The assessment leading to recognition of skills will be undertaken in a real or a very closely simulated workplace environment ensuring all the units to be delivered in this context.
- 5) All completed assessments and records will be documented as per OC Records Management Policy and procedures using appropriate documentation and Student Management System (SMS).
- 6) Assessment outcomes will be securely recorded and maintained in both ways electronically and manually as per the Records Management Policy.
- 7) Feedback is provided to the students and includes the assessment outcome and guidance for further learning and assessment (as appropriate)

## 5.4 Assessment Information, Submission and Reassessment Process and Procedure

### Assessment Information

- Assessment information is the information provided to both Students and Assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a student.
- Students will be reminded with information from their trainer about the assessment process, the context and purpose of the assessment tasks, late submission and the procedures for re-assessment/re-enrolment and appeals of assessment results, at the beginning of each new unit of competency undertaken.
- It is the student's responsibility to manage their individual study and assessment workload to ensure they are able to attend all on-campus assessment items (i.e. practical tasks, role plays) and meet all relevant assessment submission due dates. Assessment must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. If this is the

case, Students need to apply in writing for an Assessment Extension to Due Date Request form off the OC Website.

- Students are informed of the assessment requirements and Due Dates by their OC course Trainer/LMS which are received by the student at the beginning of each unit.
- Please note that there are certain pre-requisite units in few qualifications offered by OC. Prerequisites are the units that must be successfully completed before you can continue in your course. If you do not attend and complete the unit successfully, your enrolment may be deferred, suspended or cancelled. You will be given detailed information about the pre-requisite unit in your induction session as well. Your trainer will give you due dates for the assessments and you must submit and pass the unit successfully to be able to proceed in the course. Please refer to the respective program guides for more information on the pre-requisite units.
- Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions and it is critical that they are straight forward and in line with the student's preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every student, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.
- At OC, 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 student will be directly affected by the quality of the information provided at the commencement of the activity.
- Students who are assessed as Not Yet Competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These Students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment. (Fee and charges apply)

### Assessment Submission

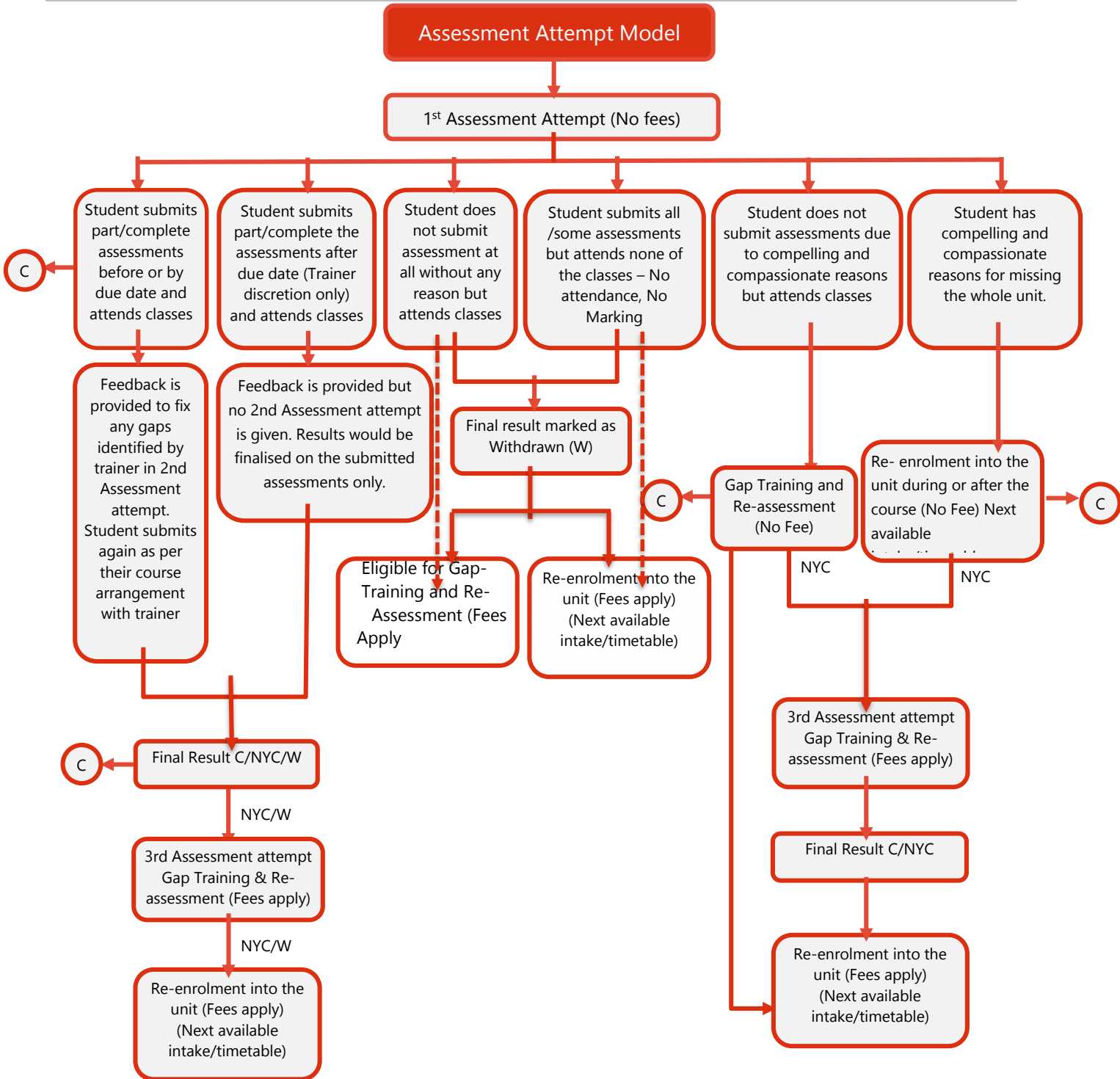
- Students are assessed against the National Competency Standards. National Standards define the competencies comprising of knowledge and skills required for effective performance in the workplace.
- Students must retain a copy of all their assessment work (including portfolios) submitted to the Trainer, until a final result for the course is formally released. OC will not be responsible for misplaced assessment tasks.
- Students are accountable to standards of professionalism and ethics throughout their course of study and therefore OC takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. OC may use a plagiarism detection system. This tool allows Trainers to compare assessment items of students in order to identify instances where work has been copied from another source without appropriate referencing.
- Special Consideration Extensions to assignment deadlines based on mitigating circumstances shall be at the discretion of the Trainer or Authorised Personnel (as appropriate) and will be granted in writing. Special consideration will be applied due to circumstances outside of the student's control that have had an adverse effect on the student's work or ability to work. Students need to apply in writing for an Assessment Extension to Due Date Request form off the OC Website.
- If the student is dissatisfied with the assessment outcome, he/she can opt to get the assessment reviewed by raising an assessment query ticket to Training department via [General Enquiry Form](#). The assessment will be reviewed by a trainer and student will be informed of the decision via ticketing system by Training coordinator.
- If the student is still not satisfied with the result of assessment query ticket, he/she has further right to appeal formally. Please refer to complaints and appeals policy for further details.
- Students requiring additional learning support are to be brought to the attention of OC Student Services so the progress of the student can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment or re-enrolment.

### 5.5 Number of Assessment Attempts and Overall Results

- It is the Policy of OC to provide a total of two (2) assessment attempt opportunities at no additional cost to the student. The Second attempt will be granted either after student has submitted by the due date or on Compassionate and Compelling circumstances only. Applications will need to be made online using a Student [General Enquiry Form](#) for Assessment Extension (Due Date) Request. Students will need to attach and upload their supporting evidence for the request.
- Students who require additional gap training and reassessment or re-enrolment into the unit will be required to pay a fee. Please refer to the current Fee Schedule to identify these fees on the website [www.orange.edu.au](http://www.orange.edu.au).

**Note: If students are dissatisfied with an assessment outcome, they can appeal the assessment decision.**

- In the first instance, students are encouraged to appeal informally by contacting the OC Trainer and discussing the matter with them.
- If the student is dissatisfied with the assessment outcome, he/she can opt to get the assessment reviewed by raising an assessment query ticket to Training department via [General Enquiry Form](#). The assessment will be reviewed by a trainer and student will be informed of the decision via ticketing system by Training coordinator.
- If the student is still not satisfied with the result of assessment query ticket, he/she has further right to appeal formally. Please refer to complaints and appeals policy for further details on the website <https://www.orange.edu.au/forms-and-policies/>



**1) First Assessment Attempt– No Fees Charged**

- a) The student submits their assessment to the Trainer by the due date. (Due dates are advised by the Trainer at the commencement of the unit).
- b) Students who attend classes and do not submit any assessments at all before, or by the due date will be marked No Submission Available (NSA) for Assessment Attempt 1. A final outcome of Withdrawn will be resulted and the student will need to go for Gap training and re-assessment. (Fees and charges apply and Subject to timetable availability and it may also result in an extension of COE).
- c) For students who do not attend any classes including GOLT activities, Theory classes or Practical, their assessments will not be marked and assessed as they have not received any training and will need to re-enrol into the unit again (Fees and charges apply and subject to timetable availability. This may also result in an extension of COE). The student will be marked Withdrawn as a final outcome result. If the student feels that it is unnecessary to attend classes as he/she already has the knowledge and experience to complete the assessments and meet a satisfactory level, he/she should be applying for an RPL. (Refer to [RPL Policy](#) and [Credit Transfer Policy](#) for further details).

Please note that taking the RPL pathway into account will shorten the course duration and affect student visa.

**2) Second Assessment Attempt– No Fees Charged**

- a) A Second attempt is available only if the student has submitted his assessments/tasks for 1st attempt by the due date. There will not be any second attempt for students submitting after the due date. The trainer will provide feedback to the student to all submissions but give second chance only to those who submitted by due date to re-submit the corrected work. Please note that late submissions are not permitted, unless approved by the trainer. The results and feedback provided on late submissions will be considered final.
- b) A Second attempt is also available on Compassionate and Compelling grounds. Applications will need to be made online using a Student [General Enquiry Form](#) for Assessment Extension (Due Date) Request. Students will need to attach and upload their supporting evidence for the request. Inability to provide supporting evidence will result in a student's request for Compassionate and Compelling grounds being denied. All supporting evidence must be provided at the time of request.
- c) Students who attend all the classes but are not able to submit all assessments by due date due to Compassionate and Compelling circumstances will be marked as No Submission Available (NSA) and Not Yet Satisfactory (NYS) and will be given a second chance to submit their assessments. New assessment due dates will be given by the Trainer (subject to availability and timetable). Applications will need to be made online using a Student [General Enquiry Form](#) for Assessment Extension (Due Date) Request. Students will need to attach and upload their supporting evidence for the request. Inability to provide supporting evidence will result in a student's request for Compassionate and Compelling grounds being denied. All supporting evidence must be provided at the time of request.
- d) Students who do not attend any of the classes including GOLT activities, theory classes or practical and miss the whole unit due to Compassionate or Compelling circumstances will be marked as No Submission

Available (NSA). A student will need to be re-enrolled into the unit again (No fee charged). Applications will need to be made online using a Student [General Enquiry Form](#) for Assessment Extension (Due Date) Request. Students will need to attach and upload their supporting evidence for the request. Inability to provide supporting evidence will result in a student's request for Compassionate and Compelling grounds being denied. All supporting evidence must be provided at the time of request.

Please Note: If the student does not utilise the second attempt opportunity approved on Compassionate and Compelling grounds, and seeks a further extension based on Compassionate or Compelling grounds, it is at the discretion of OC Management to make an appropriate decision based on the students' academic standing and study history and may incur fee and charges that apply, as per a third assessment attempt charge.

### 3) **Third Assessment Attempt–Fees Charged**

The Third Assessment Attempt consists of Gap Training and Re-Assessment\*

#### Gap Training and Re-Assessment

- A student is eligible for Gap Training and Re-Assessment when their Final Result has been assessed as Not Yet Competent (NYC) or Withdrawn (W) due to partial successful results of tasks. Please note that students missing the whole units (including GOLT, theory classes and practical) will not be eligible for gap training and re-assessment. They will have to re-enrol into the unit.
- The student will be assessed for Gap Training or Re-assessment as per an Intervention Plan with Student Services. Students will meet with the Administration Manager who will inform them on the intervention process and additional charges applicable for their gap training or re-assessment.
- During the intervention process, the student will be given a new Training Plan, with a new assessment submission due date. This date can be the next scheduled/available Student Break, Intake, Timetable or as a mutually agreed timeframe for their respective unit. Please note that practical skills (gap assessment) can also be assessed at students' workplace/Placement (subject to approval from Training Coordinator/Manager) if there is unavailability of timetable to assess at OC workshop or to help completion of the course within the expected course duration. Skills verification at workplace checklist must be completed and submitted to record this assessment along with the required assessment documents relevant to the task completed.
- If the student fails to submit the re-assessment as per the revised Training Plan, or if the Trainer again marks the student NYS (Not Yet Satisfactory), the student will need to re-enrol into the full unit of study again, and further fees and charges will apply.

\* Gap training and re-assessment can be organised during breaks or holidays, as well as alongside other units. Students must express their interest in participating in gap training and re-assessment by completing an [online form](#). Please refer to the Expression of Interest process for more information.

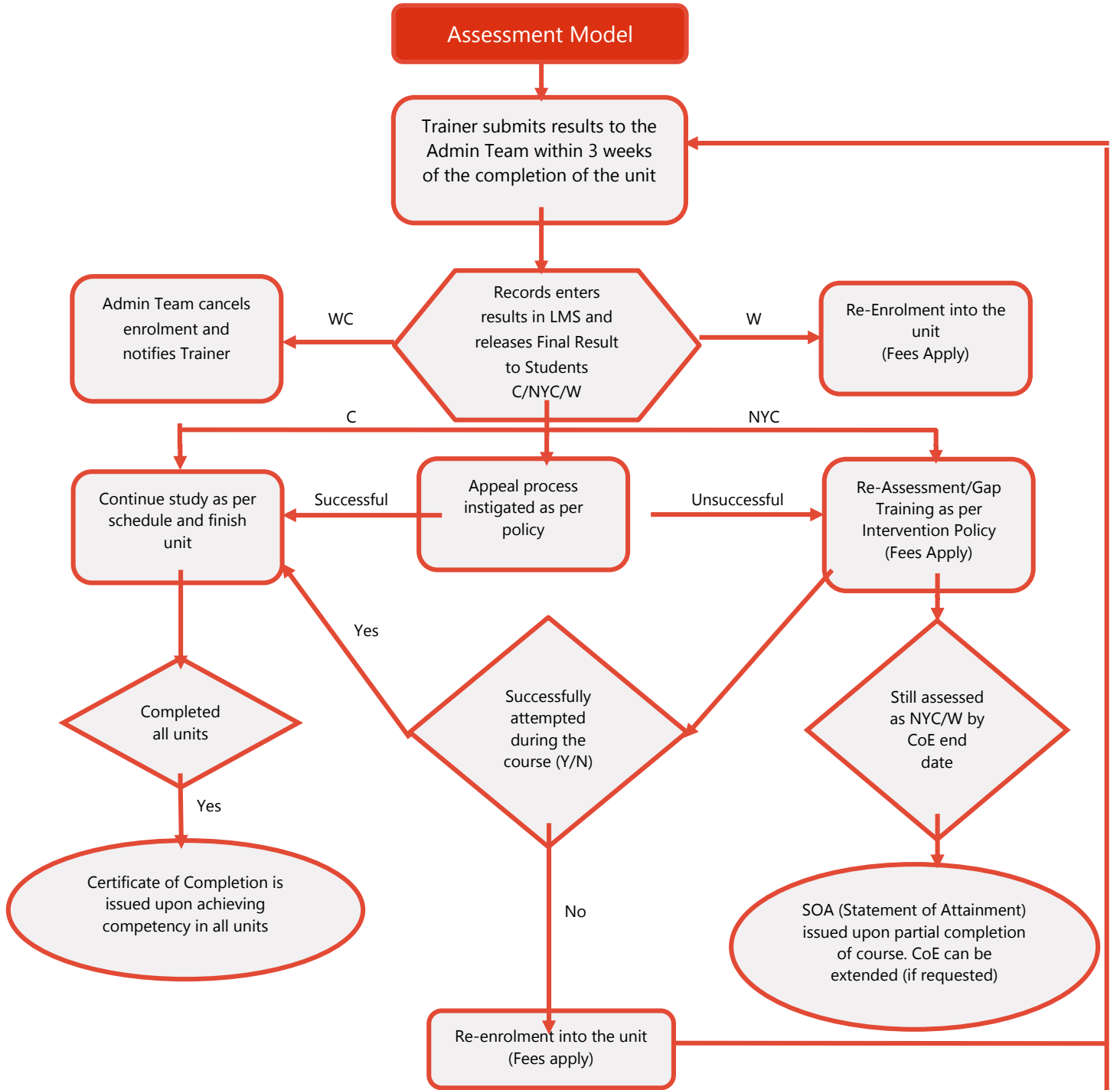
### 4) **Re-Enrolment into the unit–Fees Charged**

- A student will need to re-enrol into the unit again if:
  - The Final Result was Withdrawn or NYC (even after Gap Training or Re-Assessment).

- During Gap Training or Re-Assessment, the student fails to submit some or all assessment tasks or has no attendance or has not shown up for any scheduled classes.

(Note: Re-Enrolment into the unit could be in a special timetable or group timetable as per the discretion of OC).

- For the cost of re-enrolment into the unit, students will need to refer to the current Fee Schedule to identify these fees on the website [www.orange.edu.au](http://www.orange.edu.au). Please note: Students who have approved Compassionate or Compelling circumstances, will not be charged for re-enrolment fees.
- The student **MUST** pay the fee prior to attending the scheduled unit of competency.



### 5.6 Vocational Placement

Vocational Placement is referred as any structured workplace learning that is part of a written agreement between Orange College and an Employer/Organisation and includes work observation, work experience and other forms of workplace learning.

Where Vocational Placement is a mandatory requirement of the course as per training package requirements, OC ensures all placements provide structured, supervised, and industry-aligned practical learning opportunities. OC verifies that placement sites meet relevant workplace standards and maintains formal agreements with host employers. In accordance with SRTOs 2025 Standard 1.8(c), OC has documented strategies and procedures to identify and manage risks associated with work placements and ensures students' health, safety, and wellbeing during their participation in these activities.

All staff involved in the delivery of the course that has the vocational placement included, please refer to Vocational Placement/Work Based Training Policy and Procedure.

## 5.7 Special Considerations

- 1) Students who experience unforeseen circumstances or have special learning needs that affect their performance in an assessment may be eligible for a special consideration and reasonable adjustment to assessment.
- 2) Special Consideration may apply to Students, who experience one of the following circumstances during training or assessment:
  - Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
  - Bereavement.
  - Hardship/Trauma for example, victim of crime, sudden unemployment.
  - Other exceptional circumstances (to be assessed on application).
- 3) Students seeking special consideration in the above circumstances may do so by discussing their circumstances with OC Student Support Coordinator.
- 4) Approved applications for special consideration may be subject to one of the following outcomes:
  - Extension of submission date (not beyond 6 months or course end date);
  - Deferred Assessment;
  - Additional assessment;
  - No action;
  - Intervention;
  - Withdrawal from course without penalty;
  - Resubmit/reassessment; or
  - Opportunity to recommence course, depending on availability of another date.

For more information on compassionate and compelling circumstances, you may access the [Student Support Policy](#).

## 5.8 Reasonable Adjustments to Assessment

Eligible students may access Reasonable Adjustments to assessment tasks to support their specific learning needs, including disability-related adjustments or other verified circumstances. Adjustments will uphold the integrity of assessment outcomes and ensure that competency standards are not compromised. Reasonable Adjustments align

with the Disability Standards for Education 2005 and Outcome Standards 2.3-2.5 of the SRTOs 2025 requirements for inclusive learning.

Please refer to the [Student Support](#) and the [Access and Equity Policies](#) for more information.

### 5.9 Appealing a Result

OC acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. OC has provision for students to appeal against assessment decisions. OC ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision. (Refer to [Complaints and Appeals Policy](#))

Please note that OC won't accept any complaint or appeal made 6 months after the completion of study. Completion of study is defined as their COE proposed finish date or the date when OC has cancelled their COE.

- In the first instance, students are encouraged to appeal informally by contacting the OC Trainer and discussing the matter with them.
- If the student is dissatisfied with the assessment outcome, he/she can opt to get the assessment reviewed by raising an assessment query ticket to Training department via [General Enquiry Form](#). The assessment will be reviewed by a trainer and student will be informed of the decision via ticketing system by Training coordinator.
- If the student is still not satisfied with the result of assessment query ticket, he/she has further right to appeal formally. Please refer to complaints and appeals policy for further details on the website <https://www.orange.edu.au/forms-and-policies/>

### 5.10 Assessment Integrity & Academic Misconduct

Students are accountable to standards of professionalism and ethics throughout their course of study and therefore OC takes a strong position on plagiarism and other instances of academic dishonesty. OC will be using a plagiarism detection system to ensure that students do not cheat or copy. Students must run all the assessments via plagiarism software before uploading on LMS. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. Students would be able to test their completed assessments by running through the software and make adjustments before they submit the final copy via LMS.

Plagiarism software tools allow trainers to compare assessment items of students in order to identify instances where work has been copied from another source without appropriate referencing.

If a student's work is found plagiarised, there will be further consequences of the act e.g. written warning and meeting, re-submission of work (fee applicable), re-enrolment(fee-applicable), suspension and cancellation etc. Refer to [Academic Misconduct and Plagiarism Policy](#) for more details.

Students are reminded that misuse of Artificial Intelligence (AI) tools in assessments, such as submitting AI-generated work without proper authorisation or referencing, constitutes academic misconduct. OC applies

detection tools to verify the authenticity of student work, and breaches will be addressed in accordance with the [Academic Misconduct and Plagiarism Policy](#).

### 5.11 Access and Equity

Students have fair and equal rights to assessment. (Refer to [Access and Equity Policy](#))

### 5.12 Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All students are offered access to RPL and recognition of current competency or Credit Transfer (CT) upon enrolment.

OC will provide all students the opportunity to seek RPL. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this Policy.

OC will likewise recognise and award CT for Students presenting with current competence. Where a student is seeking CT for a unit of competency that is on our scope of registration and the student can provide documentary evidence that the unit has been previously awarded to the student, CT will be awarded. It is important to note that CT is not an assessment. It is an administrative function that determines the equivalence of a unit of competency the student has been previously awarded to units of competency incorporated into courses being delivered by OC. If the unit is the same or is equivalent, then the unit may be issued as a CT. This is not to be confused with the RPL process which is a method of assessment.

OC ensures that both RPL and CT processes uphold the same rigour, validity, and standards as formal assessment activities. Students applying for RPL or CT must provide sufficient, valid, current, and authentic evidence to demonstrate equivalency with the relevant training package or course requirements.

**Disclaimer:** This policy is for international students ONLY.