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Danford College: Academic ISO SOP:05 Assessment Policy

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1. Standards for RTO's 2015

- Standard 1, 2 Clause 1.1, 1.2(a-c) 1.3 (a-d), 1.4, 1.5, 1.7, 1.8 (a,b), 2.1, 2.2 (a,b), 2.4,
- CRICOS Standard No: 8, 9 &11, 8.9 (8.9.1-8.9.5), 9.1,11.2(11.2.1-11.2.6)

2. Purpose

This policy outlines the procedures for planning, conducting and reviewing assessments to ensure that the integrity and academic standards of the College are maintained and safeguarded. The College will ensure that all assessments of competencies comply with the current and relevant training packages and are consistent with the SRTO2015 and VET Quality Framework.

The purpose of this procedure is to ensure that the College meets the requirements under the SRTO2015 for conducting assessments and to ensure that the assessment of competencies is conducted with integrity, honesty and fairness, via the establishment of a system of preparing, marking and recording the assessment of learning outcomes.

Assessment is the process of forming a judgment on the quality and extent of student competencies and abilities, and therefore by inference, a judgment about the learning itself.

Assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and should closely reflect the purposes and aims of the course of study. They are designed to ensure:

- Standards are protected
- Students are treated equitably
- Students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment
- Results are promptly and accurately documented
- The quality of the courses and programs is continually improved
- The effectiveness of the teaching process to facilitate continuous improvement
- Trainer/Assessor are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant
- The formal certification of achievements for external audiences
- Accountabilities to accrediting bodies, employers and the wider community.

3. Scope

This policy addresses the College's preparation of assessments, administering and marking assessments, and re-assessment opportunities. However, it does not include the issuing of results and/or certificates or storing results. Assessment is conducted using a range of instruments comprising formal tests, essays, projects, assignments, demonstration, role play, observation, oral and written examinations etc.

4. Definitions

Academic Misconduct: A breach of rules in relation to impeding the integrity of the
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assessment/examination and enabling unfair advantage or deceiving the assessor.

Assessment: The process of collecting evidence and formulating a judgment as to whether competency has been achieved at a satisfactory level.

Assessor Requirements: All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 & Schedule 1 of the Standards for RTOs 2015.

Competent: A student is deemed Competent when they have satisfactorily met all the requirements of the unit of competency.

Intervention Strategies: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.

Moderation: The process of establishing comparability in standards of student performance in order to ensure that assessment evidence collected is sufficient, valid, fair and reliable.

Not Yet Competent: A student is deemed as Not yet Competent when they have not met all the requirements of the unit of competency.

Plagiarism: Intellectual theft, either deliberate or unintentional, where a student uses or copies from another person's work or ideas, without due care to appropriately reference and acknowledge the original source.

Plagiarism, Collusion & Cheating: All cases of plagiarism, cheating and collusion are treated as a serious matter. Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discrete):

- Completion and resubmission of a new assessment task; and/or
- All parties receiving a "Not Yet Satisfactory" result for the assessment task; and/or
- Verbal or written warning; and/or
- Suspension or expulsion from the course.
- Student records will be noted with all investigated and proven incidents.
- All incidents will be reviewed by the Training Manager

Validation: The act of reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards.

5. Student's Rights & Responsibilities

Rights of the Students in Relation to Assessment

Students have the right to:

- be informed of college assessment policies and procedures;
- be informed of the criteria and methods of assessment for subjects and units, specific attendance and performance requirements and the timetable for all assessment tasks;
- be informed of the relationship of assessments to the learning outcomes and required competencies of subjects or units;

- receive fair, helpful and timely feedback on their academic work, including evaluation of their performance and progress in subjects or units;
- have assessment tasks returned as soon as possible after completion with constructive feedback.

Responsibilities of Students

Students should:

- be aware of college assessment policy and procedures
- be aware of services and policies for seeking assistance and course advice in relation to extensions, absences or withdrawals from subjects, units or courses, and special circumstances due to illness or other misadventure
- be aware of the policy and procedures for appeals against academic decisions.
- behave in a manner that does not result in academic disadvantage to any student or unfair advantage to one or more students;

6. Personal Information & Privacy

There are some circumstances in which personal information about students may be shared by Danford College to the Australian Government and designated authorities and, if relevant, to the Tuition Protection Service and other bodies such as ASQA.

This information includes personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach by the student of a student visa condition. Information about students will be treated as confidential, but may be made available to Commonwealth and State agencies, as required by regulations/law.

Danford College also collects data on:

- Changes to a student's enrolment
- Any breach of a student visa condition including unsatisfactory course progress.

Privacy Notice

Under the Data Provision Requirements 2012, Danford College is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by Danford College for statistical, regulatory and research purposes. Danford College may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;

- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVET may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- Facilitating statistics and research relating to education, including surveys;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- Administering VET, including program administration, regulation, monitoring and evaluation.

You may receive an NCVET student survey which may be administered by an NCVET employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted. NCVET will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVET policies and protocols (including those published on NCVET's website at www.ncvet.edu.au).

7. Principles of Assessment

Fairness: the individual student's needs are considered in the assessment process; where appropriate, reasonable adjustments are applied by Danford College to consider the individual student's needs; Danford College 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 where they have been acquired, and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, 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 or judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency, and associated assessment requirements.

Assessment is designed to develop student learning (formative), to make judgements about student learning relative to stated learning outcomes (summative) and to monitor student learning as a measure of teaching effectiveness.

Assessments are to be relevant to the workplace where appropriate and consultation with industry

should form part of this process.

The Training Manager (or delegate) will provide the appropriate support and instruction to learning facilitators (Trainers/Assessors) regarding the design, implementation and evaluation of assessments. Assessment in VET courses is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

8. Rules of Evidence

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.

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.

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.

Authenticity: the assessor is assured that the evidence presented for assessment is the student's own work.

9. Planning for Assessment

All proposed assessment will be consistent with the standards outlined in the relevant training package, will satisfy the principles of validity, reliability, flexibility and fairness and will include a marking guide.

All moderation processes will be developed collaboratively with the teaching staff. All students will receive Competency Outlines consistent with the training package. The competency outline will address the following:

- Assessment task and its relevancy to elements of competency
- Performance criteria against which students will be assessed
- An approved assessment schedules
- Advice on any special consideration
- Advice on the assessment appeals process

All Trainer/Assessor must advise students of the following aspects of assessment prior to commencement of the unit of competency:

- Purpose and context of the assessment
- Method of assessment and evidence required of the relative weighting of assessment tasks
- Timelines for assessment, including dates by which the assessment is due
- Procedures for submitting assessments, such as completing and signing the assessment cover sheets
- Timelines for the return of assessments and feedback (tests, exams, portfolios, reports)

Attendance Requirements

- Penalties for work submitted after the due date
- Relevant information on submission of assignments, such as typed, format, evidence required, examples
- Details of resources, equipment and materials which can be accessed
- Alternative approaches to assessment where applicable
- Ensuring students are advised to retain a copy of submitted work
- Re-assessment processes
- Policy statements in relation to Plagiarism and Academic Misconduct.

10. Conducting Assessment

All students are to be assessed using the approved assessment tools.

A student must be competent in all elements and performance criteria to receive an overall assessment of Competent.

All assessments must have a cover sheet on which the date of receipt is stamped and the student's signature is evident. Students are advised to retain a copy of their own assessment.

Should an assessment be lost by a trainer/Assessor, an alternative arrangement will need to be made by the trainer/Assessor such as re-assessment at no cost to student.

The College will retain all tests, exams and assessment tasks.

All Knowledge test and written tasks has to be done face-to-face in front of the trainer/assessor, either in the classroom or in the college computer lab.

Students with an unsatisfactory grade will be advised on re-assessment options.

Students may appeal the assessment outcome as per the College's Complaints and Appeals Policy.

The Training Manager and the Compliance Manager must be alerted to any students at risk, identified through any section of assessment, in order to monitor in relation to appropriate intervention strategies.

All results contributing to the overall competency assessment are to be recorded in RTO Manager.

Where competencies are co-assessed or clustered, a result code must be recorded for each competency.

Late Submission of Assignments

If a student fails to meet the assessment timeline, the student will be asked to show cause as to why the assignment should be accepted. If the student has any compassionate/compelling reasons, appropriate evidence is to be received by the Trainer/Assessor before the assignment can be accepted. Any other reasons will not be permitted and students will be required to complete another assignment.

Students at Risk

Where students, for whom this early intervention strategy has been implemented, contact their nominated adviser, the adviser should discuss with the student:

1. Where appropriate, the suitability of the program for the student;
2. Any opportunities for the student to be re-assessed for tasks in units in which the



- student has previously failed or not achieved competency;
- 3. Strategies to assist the student to achieve satisfactory progress;
- 4. Any other relevant matters.

Requesting a Review of the Final Result

A student who considers that their final unit result is inappropriate or unfair may request a review of their final result. A review must be requested from the Training Manager (or delegate) in accordance with the provisions of the Student Complaints and Appeals Policy.

The review may result in:

- Adjustment of the student's results, or
- No change to the original results

The student may choose to appeal the decision under the Complaints and Appeals Policy.

11. Assessment

All trainers/assessors are to provide students with an approved training plan and Course Guide and resources that outlines the assessment requirements at the commencement of the course. The Course Guide contains a training plan which must state the criteria against which individual assessment items are judged. The training plan must also indicate the way in which the assessment of individual assessment items is combined to give an overall competency.

Where a student enrolls in a course after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the course, then it is the Trainer/Assessor's responsibility to supply the information to the student.

A student must:

- be assessed against all of the tasks identified in the elements of the unit or module
- demonstrate they are capable of performing these tasks to an acceptable level.

Through the above process, the student must demonstrate they hold all of the required skills and knowledge specified in the unit or module assessment requirements.

All knowledge assessment test or written exams has to be undertaken in front of a qualified trainer/assessor. This provides the students with an opportunity to reflect on and demonstrate their thinking and understanding.

By trying to identify their sources of evidence, the trainer/assessor better understands where their difficulties arise and can alter their teaching accordingly and lead the students toward better understanding of the concept.

Testing not only lets the trainer and their students know how much they have learned, it also provides a chance for more learning to take place, by reinforcing course material (through validation and moderation workshop) or by requiring students to use or think about what they have learned in a new way

Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed. Constructive feedback is provided to the student within 10

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working days of submission date so that they understand gaps in their learning and can improve their knowledge.

Final student assessment results must be recorded in the student management system within 10 working days of the assessment submission.

Change of Assessment During a Term

In exceptional circumstances, the Training Manager may approve a variation of detail in the assessment requirements of a course, providing any such variation maintain the relationship between the assessment methods and the learning outcomes expected for the course.

Notification of change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Training Manager must be satisfied that the change or the timing of the change does not disadvantage students.

Awarding Competency

Student results will be recorded using the following codes:

C	=	Competent
NYC	=	Not Yet Competent

Responsibilities of the Training Manager

The Training Manager is responsible for:

- Scrutinising recommendations from Trainer/Assessor to ensure comparability of standards and consistency with policy
- Consulting relevant Trainer/Assessor regarding any queries concerning their recommendations
- Determining the outcome of applications from students for special consideration and deferred assessment
- Dealing with allegations of cheating and plagiarism
- Determining the recipients of prizes and awards
- Monitoring the outcome of assessment processes
- Identifying courses in which the outcomes are unsatisfactory and providing advice to Trainer/Assessor on actions to improve assessment outcomes
- Providing advice to Trainer/Assessor on the basis of assessment performance indicators about the need to review program structure
- Appointing an alternative Trainer/Assessor from within the College to provide advice to the Training Manager regarding the assessment of a particular student or course
- Determining appeals from students against decisions in response to applications for special consideration and deferred assessment.
- Assessment Review, Validation and Moderation.

Guidelines to Assist Staff in Designing Assessment Requirements

Assessment requirements may include tasks of the following types: assignments, portfolio of



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evidence, essays, student presentations, reviews, written examinations, open book examinations, group assessment, peer assessment, self-assessment, computer-based assessment, oral examinations, class quizzes, short answer examinations, experiential activities, simulations, multiple choice examinations, practical exercises, presentations, and other assessment strategies.

The assessment requirements for a course should be discussed and validated by staff members involved in teaching the course to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements.

Guidelines for Dealing with Lost Assessment Items

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

Students are required to keep a copy of assignments, reports, etc before they lodge the item for assessment. Where assignments are lodged with the Trainer/Assessor, the assignment is stamped to indicate the date and time of receipt.

Where there are reasonable grounds to believe that the assessment item was submitted correctly but the Trainer/Assessor is unable to locate the item and no copy is available, the Trainer/Assessor should take appropriate remedial action depending on the specific circumstances of the case. In all instances, the Trainer/Assessor is required to advise the Training Manager of the problem and the proposed remedial action.

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

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

Reasonable Adjustment

Danford has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the Training Manager, and student.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.

All students will be given review of current competencies including literacy and numeracy prior to commencement of the course.

The learning need identified from this review will form the basis of any adjustment to the training

program and assessment strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.

Change to Assessment Requirements

Proposal to alter the assessment requirements of a course should be made to the prior to the next scheduled offering of the course. This is done by completing the course validation and moderation procedure using the course validation and moderation form. The Training Manager will determine whether the proposed revisions are consistent with the originally approved requirements in its relationship to learning outcomes and its overall demands on the students.

12. Knowledge Assessments

Attendance During a Written Knowledge Test

The Trainer/Assessor must be present 15 minutes prior to the commencement of the knowledge test/assessment and for the duration of the knowledge test/assessment. In a team-teaching situation, where different Trainer/Assessor contribute to assessment in a course, the Training Manager is responsible for ensuring that appropriate moderation processes are in place. The Trainer/Assessor is responsible for ensuring that a final competency result is recorded for all students enrolled in the course.

Conduct of Students in Tests

Trainer/Assessor will ensure that all student/s enjoys the proper and efficient conduct of the tests.

If a Trainer/Assessor detect student behaviour that could be construed as cheating or other misconduct they may ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the Trainer/Assessor may require the student to leave the exam room. Immediately following the conclusion of the knowledge test/assessment, the Trainer/Assessor will make an incident report that includes evidence of alleged cheating or other misconduct to the Training Manager, who then acts according to the Student Code of Conduct Policy and Procedures.

Resource Material in Tests

Students may, under certain conditions, be permitted to use resource materials during a knowledge test/assessment, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, text books, reference books, student notes.

The Trainer/Assessor is required to specify the resource materials that will be permitted in a knowledge test/assessment. This information must be advised to students prior to the knowledge test/assessment and must also be provided to students in the classroom.

Students will have an opportunity to appeal if there is any discrepancy between the information on permissible resource materials that has been conveyed to students prior and during the knowledge test/assessment.

It is the responsibility of the Trainer/Assessor to ensure that the materials brought in to the examination room by students conform to the specifications of permissible resource materials. This may be done prior or during the examination.

Notwithstanding the requirements of this section, special arrangements may be made for students



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with disabilities.

Notification of Results

Following approval and entering of results, students are notified of their results by a formal statement of attainment or Academic Transcript at the end of each qualification upon the confirmation from Finance Manager that all the accounts has been cleared.

Assessment Appeals

Students are encouraged to discuss with Trainer/Assessor their performance in assessment items during a course.

Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review.

This request must:

1. Be made in writing
2. State the grounds for the review request
3. Be lodged within 14 working days of the date on which the Statement of Attainment or the assessment result was received by the student

All requests will be reviewed by the Training Manager, who will seek the advice of the relevant Trainer/Assessor. Students will be notified in writing within seven (7) working days of the outcome of the requested review.

A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Complaints and Appeals process.

Retention of Assessment Materials

The College retains all assignments, examination booklets and other assessment materials as per the regulatory requirements of the Department of Education and Australian Skills Quality Authority (ASQA) for SRTO2015.

Retention Requirements

As per ASQA and SRTO2015, an RTO is required to securely retain, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, as per the definition above, for a period of six months from the date on which the judgement of competence for the student was made.

Responsibilities of Trainer/Assessor

Trainer/Assessor are responsible for conveying to student's clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are judged.

Trainer/Assessor are required to provide feedback to students on their performance in assessment items conducted during the semester. Trainer/Assessor should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Trainer/Assessor should be prepared to discuss with students their performance regarding a knowledge test/assessment.

Assessment Appeals

Students are encouraged to discuss with Trainer/Assessor their performance in assessment items during a course.

Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review. This request must:

- Be made in writing
- State the grounds for the review request
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All requests will be reviewed by the Training Manager, who will seek the advice of the relevant Trainer/Assessor. Students will be notified in writing within seven (7) working days of the outcome of the requested review.

A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Complaints and Appeals process.

13.Submission of Online Assessment: Canvas

How Do I Submit an Online Assignment?

Refer to Appendix 1: Using Canvas & Turnitin

Danford College cares deeply about the environment and acts responsibly to avoid any negative environmental impact. As such, the college is moving towards strict paperless policy meaning we do not stock or send paper to clients and aim to reduce incoming paper to our offices to as close to zero as possible.

Going paperless helps businesses save space and money, boosts productivity, and facilitates a fast and convenient information sharing process. Besides, paperless offices help the environment: the less paper we use, the less trees are chopped down.

What Is A Digital Access & Course Materials Fee?

Course digital material access. The fee provides students with discounted instructional course materials including a digital textbook and interactive learning platforms (Canvas and Turnitin) integrated into our online Student Management System.

Digital course materials are delivered through canvas on day one and charged at \$100 as non-tuition fee. This way you get the all-digital material for your current course at reduced prices (Please note that the \$100 is a one-time fee per course that provides students with access to interactive digital learning tools including both Canvas and Turnitin.

Danford College will help fulfil this epic opportunity of our digital age. Digital books and study tools don't weigh down backpacks as heavy textbooks do.

Through the use and access to RTO Manager, Canvas and Turnitin users will benefit from:

- Having a Profile Page
- Submitting assessment online (Except for Knowledge Assessment Test)
- Have access to digital course material/s - resources
- Have access to their trainer's feedback
- Check their attendance
- Access to administration
- Efficient communication with the college administration and trainers
- Pay tuition fees
- Easy to check course results
- Plagiarism Checker
- Digital Library
- Spell check
- Improved communication
- Efficient service and support

What If You Really Want to Have A Printed Book in Addition To The e-book?

Danford College can order printed material for any of our courses. Hardcopy ranges from \$250 to \$500 (One singular course depending on the field of study). These printed materials are only for students who do not opt in for Digital Online Platform Access.

All our digital materials include interactive learning tools. This is the condition of your enrolment that you must bring in a computer or smart device to access and participate in our online digital platform to gain access to digital material. (Please note all this apply to students who will commence post implementation of this new platforms. All the current students will be given an opportunity to opt in for this new service, unless a current student decides to opt in, they will continue to receive material in the previous format and will require to submit all the assessment at the college not online).

From 1 March 2020, student will be able to submit their assessment/project online through Canvas

Students can submit online Assignments in Canvas using several submission types.

Trainers/Assessors can choose what kind of online submissions they want you to use. You may also have the option to resubmit assignments (Please see assessment re-submission). Below is a guide only

Any attachments added as part of a submission are also copied to your user files but are not counted against your user quota. However, once the file has been uploaded as a submission, you cannot delete the file. Files are stored in the Submissions folder. Before submitting an assignment, you may want to review all assignment information, if any.

Third-Party File Application Submissions

Students can submit assignments from Google Drive, Dropbox, or another third-party service via their desktop computer in one of two ways:

- Download the file to your computer and [submit as a File Upload](#)
- Share the file, copy the file URL, and submit as a Website URL

Mobile Submissions

Students can also submit assignments using your Android or iOS device.

Notes:

- Not all file types may be available for your assignment, depending on the assignment submission type set by your Trainer/Assessor.
- Not all assignments may be submitted online. If there is no Submit Assignment link, the Trainer/Assessor may want the assignment in a different way or the availability date has passed (in case the server is down). View the description of the assignment for instructions, or contact your Trainer/Assessor for assistance.
- Canvas does not support file uploads larger than 5 GB.

How to view your user files as a student?

User files include profile pictures, uploaded assignment submissions, and other files uploaded to your personal Canvas file storage area. By default, each user has 50 MB of storage space in Canvas.

Administrators can change the quota for user files for the entire college. No other users can view files in your user files.

14. Re-Assessments

Re-assessments may be granted to any student not achieving competency on the first attempt. The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the Unit of Competency has been achieved.

The re-assessment item should, as far as possible, take the same form and cover the same material as the original assessment item or examination.

The College will allow students 3 attempts at assessment, i.e. the original assessment and 2 Re-assessments, to provide sufficient evidence of competency for each unit. Please note that if you fail to secure "Competency" in the 3rd attempt, there will NOT be a 4th attempt and student will need to Re-enrol into that particular Unit of Competency again depending on availability in future intakes for the course as per Danford College schedule.

Students will be offered the opportunity for re-assessment if they are Not Yet Competent at the first attempt, within 10 working days of final results. This re-assessment can only be given if the student's attendance is 70% or above or student has any compelling circumstances for that term.

If student is not Competent in the unit after the second attempt, you will be given another opportunity within 10 working days of final results. However, you will be charged a re-assessment fee of \$200.00 for the re-assessment, irrespective of attendance. All fees must be paid in advance. It is the student's responsibility to learn the material for re-assessment or ask for additional help.

Students may apply for a re-assessment by completing the Request for Re-assessment Form within 10 working days. If this matter cannot be resolved, the student is advised of the procedures for an appeal as per college Complaint and Appeal Policy and Procedure.

If the student is not competent after the three attempts, the student will be required to re-enrol in the unit of competency and pay the required fees

Special Consideration

The Training Manager may extend special consideration to a student in any course and in respect of any assessment item.

Students may apply for special consideration on grounds of:

1. Compassionate and compelling reasons
2. Serious disadvantage when the assessment item was attempted.

Where the student has been unable to attempt the assessment item, the student may apply for an extension of time.

Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests must be lodged with the Training Manager no later than three (3) working days after the date of assessment.

A request for special consideration in assessing an assignment must be lodged in writing with the submission of the assignment.

A request for special consideration in respect of performance across all assessment items in a course must be lodged with the Training Manager no later than three (3) working days after the date of the final test or assessment items.

Special consideration may take the following form:

- No action.
- Grant an extension of time to complete an assessment item.

Submission of Assessment Items: Extensions & Penalties

Students are required to submit assessment items by the due date, as advised by the Trainer/Assessor. Your trainer/assessor will not accept your assessment after the due date unless an extension of time for submitting the item has been approved.

Requests for Extension

Requests for an extension of time to submit an assessment item must be made in writing to the Trainer/Assessor. Where the request is made on medical grounds, a Medical Certificate is required.

A request for extension should be lodged by the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is submitted.

Deferred Assessment

Students may request deferred assessment if they were prevented from performing an assessment item, such as a knowledge test/assessment, test, presentation, or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons

Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. Requests for deferred assessment in respect of a knowledge test/assessment must be lodged prior to the date pertinent to the assessment item.

Approval of Deferred Assessment

A request for deferred assessment will be considered by the Trainer/Assessor who approves or rejects the request. An application for a deferred exam/test may be rejected if the Trainer/Assessor has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgment may be based on the particular circumstances of the request, together with the student's academic record and history of deferred tests/exam requests.

The Trainer/Assessor notifies the Training Manager of the outcome of the deferred assessment request.

Form of Deferred Assessment

Where a student is granted deferred assessment, this generally takes the form of a replacement assessment item or knowledge test/assessment, in which case, the replacement assessment item should resemble, as closely as possible, the original assessment item or knowledge test/assessment.

Documentation required to Support a Request for Special Consideration, Extension or Deferred Assessment

Documentation required to Support a Request for Special Consideration, Extension or Deferred Assessment

Students applying for a deferred assessment, extension or special consideration on medical grounds, must submit a medical certificate, completed by a registered medical practitioner. The medical certificate must state:

1. The date on which the medical practitioner examined the student.
2. The severity and duration of the complaint.
3. The practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.

A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in 1 and 2 and 3 above is included.

Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.

Students who feel their case has been wrongly assessed may appeal in writing against that decision, using the Complaints & Appeals process.

15. Assessment Validation & Moderation

Assessment validation: Danford College systematically implements ongoing validation of assessment practices and judgements in each course to evaluate quality and drive continuous improvement. In VET courses, validation involves checking that assessment practices are in accordance with the Principles of Assessment and judgements are made in accordance with the Rules of Evidence

Assessment moderation: The requirement in the Standards for Registered Training Organisations 2015 to undertake validation of assessment judgements does not prohibit Danford College from undertaking similar activities, such as moderation, or any other process aimed at increasing the quality of assessment

Validations and moderations will be completed as stated in the scheduled plan. For more details, please refer to Validation & Moderation Policy.

A forum comprising the Training Manager, Trainers and an Industry representative (where appropriate) will meet to verify improvement actions as a result of:

- The implementation of a new training package
- Assessment change recommendations from staff and students
- Outcomes from stakeholder surveys
- Recommendations from staff meetings.
- The team will meet and sign off all assessment change recommendations after considering:
- Compliance with assessment guidelines in applicable Training Packages
- Critical aspects of evidence provided
- How the evidence for evaluating the assessment practice was collected (i.e. validation forms, minutes from staff meetings, etc)
- Should the assessment change have an impact on clustered and/or prerequisite units
- Any legal and ethical responsibilities impacting on stakeholders
- Language and literacy requirements
- Resources required as a result of any improvements
- Impact on staff qualifications
- Consistency of performance
- Context of assessment (holistic assessment)

These activities will also be informed by the broader spectrum of external benchmarking activities. Feedback to students timely and constructive feedback allows students to monitor their progress and determine where improvements can be made to enhance their learning. Feedback will be provided in a timely manner, usually within two weeks of assignment submission.

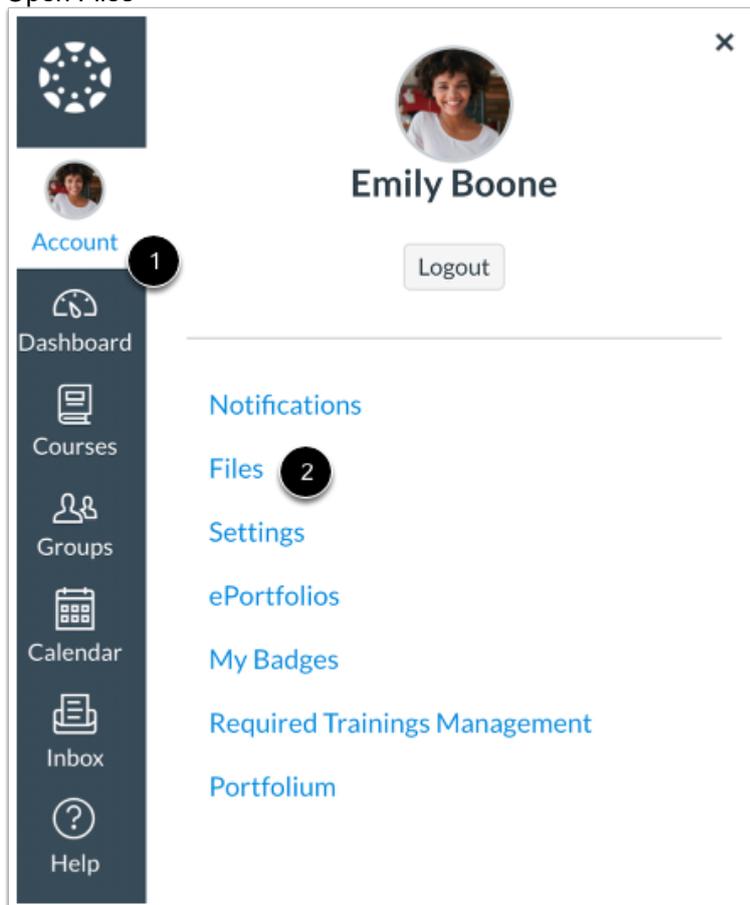
All changes will be signed off using the Course Moderation, Validation and Review Form by the Training Manager and Head of Compliance and implemented before the next Assessment/Course Review, Validation and Moderation Meeting.

16. Related Policies

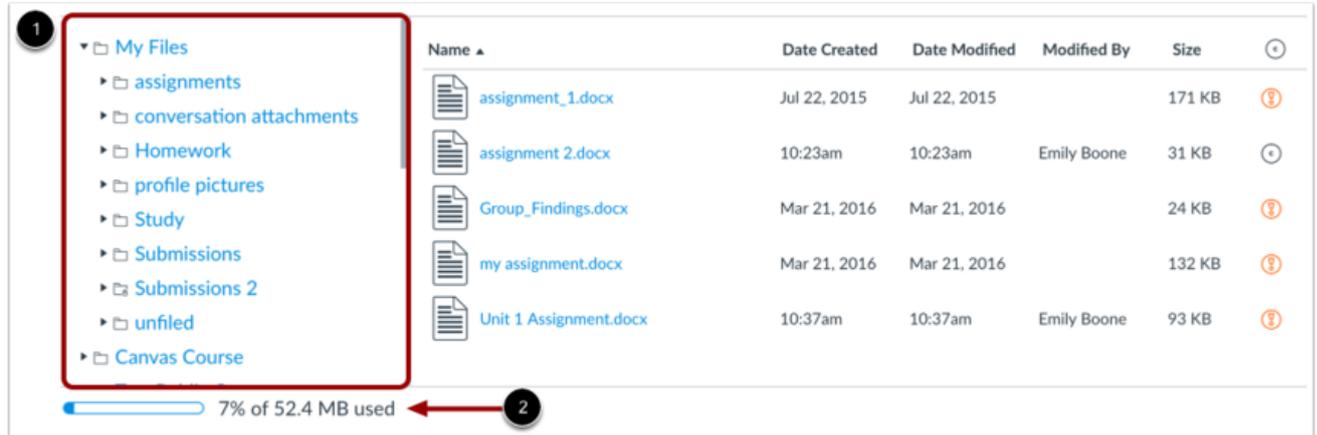
- Monitoring Course Progress Policy
- RPL/Credit Policy
- Complaints and Appeals Policy
- Monitoring Attendance Policy
- Student Support Services

17. Appendix 1: Using Canvas & Turnitin

Open Files



In Global Navigation, click the **Account** link [1], then click the **Files** link [2].



Name	Date Created	Date Modified	Modified By	Size
assignment_1.docx	Jul 22, 2015	Jul 22, 2015		171 KB
assignment 2.docx	10:23am	10:23am	Emily Boone	31 KB
Group_Findings.docx	Mar 21, 2016	Mar 21, 2016		24 KB
my assignment.docx	Mar 21, 2016	Mar 21, 2016		132 KB
Unit 1 Assignment.docx	10:37am	10:37am	Emily Boone	93 KB

7% of 52.4 MB used

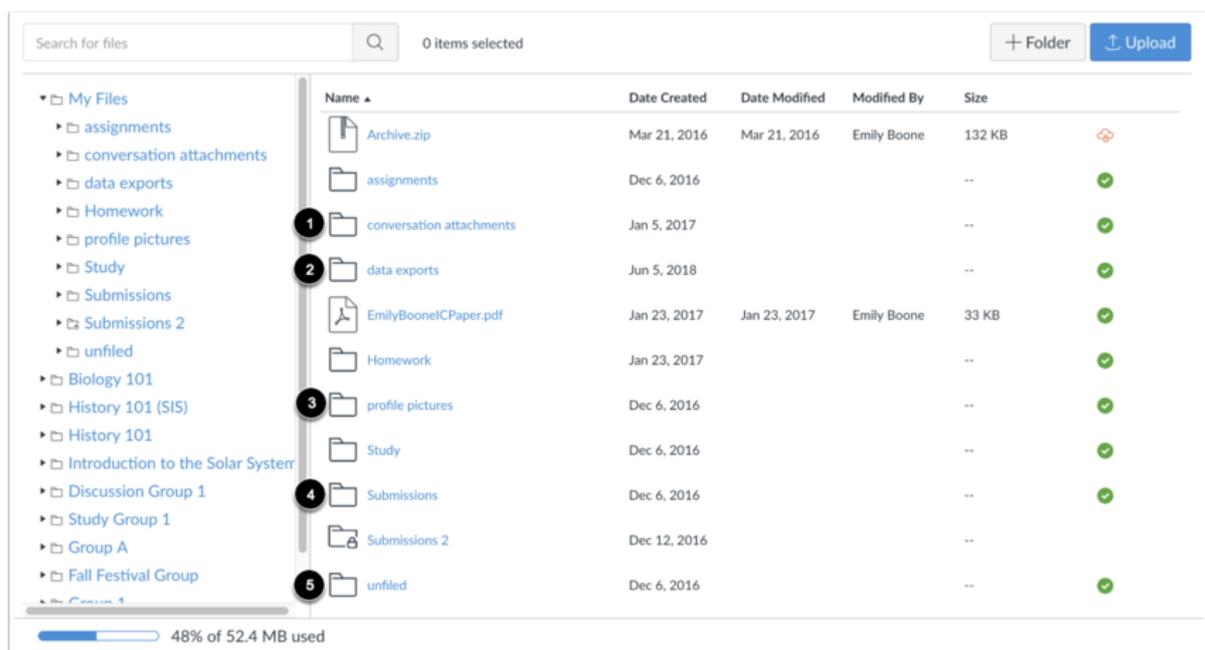
All your user folders display in the left panel

View files in the right panel by clicking the name of a folder. You can view your user quota and what percentage of that quota has been used

Files that have been submitted as assignments and graded discussions do not apply to the user quota.

Learn more about [how to use files as a student](#).

View My Files



The My Files folder creates folders based on default events in Canvas. Once you upload a file related to one of these areas, the folder and accompanying file will be created for you.

The Conversation attachments folder [1] stores files that you attach to Conversations messages.

The Data Exports folder [2] contains ZIP files created when you [download assignment submissions from all your courses](#).

If your college enables you to upload a profile picture, the Profile pictures folder [3] stores photos that you upload as a profile picture.

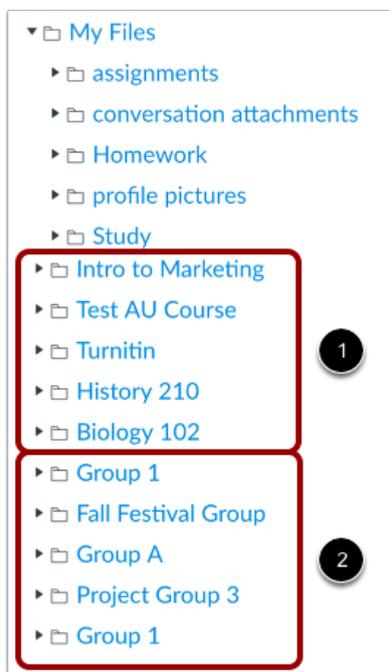
The Submissions folder [4] contains copies of your assignment submissions; assignment is organised by course folder and displayed alphabetically. However, assignments submitted through an external tool (i.e. Turnitin) are not copied to the Submissions folder.

The Unfiled folder [5] stores files that you attach to discussion topics or discussion replies (if attachments are allowed by your Trainer/Assessor).

My Files also includes any additional folders you create to organise your files, as well as any files not uploaded to a specific folder. Any files in the My Files folder that are not related to assignment submissions count toward your user quota.

Note: For online [assignment submissions](#), if you submit a file that you've previously uploaded, you can delete the previously uploaded file after it has been submitted and free up extra storage in your user files.

View Course & Group Files



If your Trainer/Assessor allow you to view the Files link in Course Navigation, course folders display below your user files

Any course groups also display below the course folders

You can easily [move and organize](#) files from your group files and user files. Unless you have permission to manage course files, course files can only be viewed and downloaded.

You can also view [course files](#) and [group files](#) directly from the course or group.

Turnitin in Canvas Assignments

When setting up a Canvas Assignments you have the option of requesting a Turnitin similarity report on student's submissions. The similarity report is generated by Turnitin, which is an external service to Canvas, and checks the student submission for potential matches against a wide range of web-based materials and student submissions.

When creating a Canvas Assignment, you check the Plagiarism Review option to generate a similarity report. This report can be generated for individual submissions or group submissions to the Canvas assignment.

How to create a Canvas Assignment using the Turnitin Plagiarism Review option

In your Canvas Subject, click Assignments in the left course navigation menu
Click the + Assignment button near the top right



Figure 1 Add Assignment button

Enter the Assignment Name for your assignment
Write or paste the instructions into the Rich Text Editor
In the Points box, enter the points for the assignment

It is recommended to mark the assignments as 1 or 0 where 1 stands for Satisfactory/Competent and 0 signifies Not Yet Satisfactory/ Not Yet Competent

In the Assignment Group box, choose the appropriate Assignment group or create a new one
In the "Display Grade as box", choose the appropriate method to display your grades
Note: Only check the box "Do not count this assignment towards the final grade" if the assignment doesn't count towards the student's final grade
In the "Submission Type box", click "Online" and check "File Upload"

Submission Type

Online ▾

Online Entry Options

Text Entry

Website URL

Media Recordings

File Uploads

Restrict Upload File Types

Submission Type Settings to access the Turnitin Plagiarism Review

In the Plagiarism Review box, select Turnitin
The Turnitin settings for Plagiarism Review will appear.
Review and change the Turnitin Plagiarism Review settings if desired. Our recommended settings are displayed below

Plagiarism Review

Turnitin

turnitin [Need help?](#)

Store submissions in:
Standard paper repository

Compare submissions against:
 Student repository
 Website content
 Periodicals, journals and publications

Similarity Report:
 Exclude bibliographic materials
 Exclude quoted materials
 Exclude small sources
 Save as default settings

Show report to students
Immediately

Turnitin Plagiarism Review Options

Complete the remaining Assignment settings as desired

Click Save & Publish to make your assignment visible to students or just Save if you wish to Publish your assignment later

Turnitin Word Matching Against Database

Interpreting the Similarity Report (Turnitin)

Danford College utilises Turnitin software through which students are required to submit written work. Turnitin is an educational tool which students can use to check their assignments for similarities in millions of websites, articles, books and other student assignments which have also been submitted to the software. Danford College students have the opportunity to use Turnitin to check their own work for plagiarism and to make appropriate amendments before submitting the work for assessment.

Turnitin is known for scanning submissions for plagiarism, it actually does not check for plagiarism in your work. What we actually do is check your submissions against our database, and if there are instances where your writing is similar to, or matches against, one of our sources, we will flag this for your Trainer/Assessor to review.

Turnitin database includes billions of web pages: both current and archived content from the internet, a repository of works that other students have submitted to Turnitin in the past, and a collection of documents, which comprises thousands of periodicals, journals, and publications.



It is perfectly natural for an assignment to match against some of our database. If you've used quotes and referenced correctly, there will be instances where we will find a match and that is totally OK! The similarity score simply highlights any matching areas in your paper so your Assessor can use this as an investigative tool to determine if the match is or is not acceptable.

Similarity Reports provide a summary of matching or highly similar text found in a submitted paper. When a Similarity Report is available for viewing, a similarity score percentage will be made available. Similarity Reports that have not yet finished generating are represented by a greyed-out icon in the Similarity column. Reports that are not available may not have generated yet, or assignment settings may be delaying the generation of the report.

TITLE	SIMILARITY
Submission	0% 
Submission	6% 
Submission	43% 
Submission	58% 
Submission	80% 

What percentage is acceptable when submitting your assessment to your trainer/assessor via Canvas?

Depending on the course that is being taught, the following criteria might apply:

20% is the maximum acceptable percentage. However, the less you have similarity the more you get accuracy of your work. A similarity score of up to a maximum of 40% (where a template is provided or necessary) may be acceptable subject to professional judgement of the assessor.

Overwritten or resubmitted papers may not generate a new Similarity Report for a full 24 hours. This delay is automatic and allows resubmissions to correctly generate without matching to the previous draft.

The colour of the report icon indicates the similarity score of the paper, based on the amount of matching or similar text that was uncovered. The percentage range is 0% to 100%. The possible similarity ranges are:

- Blue: No matching text
- Green: One word to 24% matching text
- Yellow: 25-49% matching text
- Orange: 50-74% matching text
- Red: 75-100% matching text

Colours in Turnitin Report

Each colour in the Turnitin report represents how much of your paper matches something already in the Turnitin database or online archives.

If the coloured square for your Turnitin Originality Report is Red, this means that 75% – 100% of the text in your paper matches something already in the Turnitin database or the online archives. The red



Believe,
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Grow

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colour stands for a warning that your paper is highly plagiarised and is not acceptable for submission. If you see the red colour in your Turnitin report, you have no option other than to rewrite the paper using your own works and cite accordingly.

If the coloured square for your Turnitin Originality Report is Orange, 50% – 74% of the text in your paper matches something already in the Turnitin database. The orange colour stands for moderately high plagiarism and just like the red colour, it means you have to do lots of rewriting to change the paper contents and cite accordingly.

If the coloured square of your Turnitin Originality Report is Yellow, then it means that 25% – 49% of your paper or assignment matches something already in the Turnitin database or the online archives. The 25%+ plagiarism is still slightly high and this means you need to do some work to reduce it to less than 5% to be on the safe side.

A Green coloured square means that 0% – 24% of your paper or assignment matches something already in the Turnitin database. In most cases, the green colour means that only a small percentage of your paper shows some plagiarism. Therefore, you only need to make some slight changes in your paper to make it clean from plagiarism. And a Blue coloured square means that less than 20 words in your paper or assignment matches something already in the Turnitin database. In most cases, blue colour means that your paper is safe and that you can submit it without any fear of being penalised for plagiarism.

As RTOManager, Canvas and Turnitin are 3rd party software, Danford College will ensure that the system operates correctly and runs smoothly. However, we don't accept any responsibility or liability to you if this program or software becomes temporarily unavailable due to technical issues, or issues beyond our control. We do not guarantee that this program or software will be compatible with all or any hardware and software which you may use.

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