



Wiseman

Institute of Applied Learning

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LEARNING AND ASSESSMENT PROCESS

Quality Control

Wiseman Institute of Applied Learning (WIAL) commits to providing quality training programs and is compliant with National Standards for quality management, including training program content and delivery.

Trainer & Assessor Qualifications

Trainers and Assessors employed by WIAL possess the minimum qualifications specified for the courses they train. All of our Trainers and Assessors have extensive industry experience relevant to the area of which they teach. We are proud of the qualifications and experience of our trainers and assessors, and are happy to provide this information on request.

Appeal/Re-assessment Process

The provisions provided as a part of the rules of Competency Based Training allow all Learners to the right to appeal assessment decisions made and be re-assessed. Ample opportunity will be provided to complete all Learners' required competencies in full. If you require any further information about this process, please speak to your Trainer or refer to the attached DOC ID WIAL 5_6 Complaints and Appeals Policy and Procedure.

Complaints and Appeals Process

Please refer to the attached documents:

1. DOC ID WIAL 5_6 Complaints and Appeals Policy and Procedure
2. DOC ID WIAL 5_7 Complaints Form
3. DOC ID WIAL 5_19 Appeals Form

Client Conduct

All Learners are expected to display a high level of personal responsibility for their learning, and are expected to commit to participating fully in the learning program, including punctual attendance. They must be respectful of all staff members and other clients, adhere to OHS requirements, and show consideration for all regardless of race, colour, religion, gender or physical ability.

Access and Equity

Wiseman Institute of Applied Learning supports equal opportunity in the selection of employees and clients, ensuring there is no discrimination on the grounds of sex, pregnancy, race, beliefs, marital status, physical or intellectual disability, sexual orientation or age. This means that all employees and clients are entitled to equal consideration and respect in their dealings with Wiseman Institute.

Aboriginal People and Torres Strait Islanders

Special emphasis is placed on serving the diverse needs of Aboriginal and Torres Strait Islander communities.

Non-English Speaking Backgrounds (NESB) and Multicultural Education

Staff at Wiseman Institute will advise on how to improve access and study results for people of NESB. This could involve a range of strategies including specialised training resources and tutorial support.

Learner Support Services

Wiseman Institute will strive to provide appropriate learner support services, to ensure that learners are provided every opportunity in completing their training program. The need for support may be identified by the learner directly, by the Trainer or Employer. The learner may require support before, during and/or after the training program.

Wiseman Institute of Applied Learning ensures that clients gain maximum benefit from the training program and will select clients on the basis of their ability to fulfil the training program entry qualifications. This includes support to identify language, literacy and numeracy difficulties.

Staff at Wiseman Institute is made aware of, and abide by, the Access and Equity provisions of this document.

Occupational Health & Safety (OH&S)

Wiseman Institute adheres to current legislation & practice in regard to OH&S and has an OH&S Policy and includes the provision of Accident / Emergency reporting, First Aid kits.

Record Keeping and privacy

All student records are kept for a period of up to 30 years, and stored in compliance with privacy legislation. Any student wishing to obtain access to their records must make a formal request to the Lead Business Analyst (Business Processes / Internal Auditor). Any other party wishing to obtain access to a student's records, must provide written authorisation from the student concerned, and then make a formal request as above.

Please contact

Implementation Process

Step No1: Read Wiseman's Policies

Welcome and thank you for choosing Wiseman Institute of Applied Learning a Registered Training Organisation (RTO), offering Nationally Recognised Training through the delivery of Accredited Qualifications. We also provide special assistance to people from non-English speaking backgrounds that wish to study with us through our course for General Education for Adults and our personable and flexible training approach.

The following pages identify how the program will be undertaken. Please speak to a Wiseman Representative if any information is unclear.

Step No2: Set Up Process

Wiseman Institute will prepare and present you with an individual induction kit. This folder will have the following documentation in it;

- ⚠ This Learning and Assessment Process booklet which you are reading through
- ⚠ Your completed Enrolment form
 - Please check to make sure all your details are still correct
- ⚠ Your Individual Training Plan to sign off
 - This training plan highlights the Qualification and Units chosen during the Pre-induction process as well as the various delivery strategies in order to help you learn.
 - The training plan also proposes the commencement and completion dates.
- ⚠ Assessment Guidelines and Processes booklet
 - This booklet outlines how the trainer will assess you during this Qualification and how they will inform you of your achievements and results.
 - It also outlines the complainants and appeals procedure.
- ⚠ First Unit
 - Once all of the induction paperwork has been completed you will be introduced to your first unit of competency.

Step No3: Delivery of Training

Delivery of training will predominately have been worked out by this point. Generally each unit is delivered over a three to four week period as outlined in the pre-induction booklet. Your trainer and your Employer would have also discussed the best scenarios regarding;

- ⓐ Most appropriate learning methods: small group discussions, visual learning tools and on the job coaching.
- ⓐ Most suitable assessment methods / tools format: questions (knowledge), demonstrations (skills) and projects (application).

Step No4: Development of Resources

Wiseman Institute is responsible for the development of resources for all qualifications. This includes a degree of contextualisation with company specific information, such as:

- ⓐ Procedures, interesting cases, specific problems and improvement opportunities
- ⓐ Wiseman Institute also has the capacity of developed contextualised visual resources. Ask a trainer if you want to see these used.

Step No5: Monitoring of Progress

- ⓐ Weekly reports / forward plans will be presented to you and your Employer
- ⓐ All your Units of Competency will be mapped out on an Overall Progress Reporting (OPR): delivery of training, coaching and assessment progress
- ⓐ Feedback from, and to you
- ⓐ Feedback from Trainers to your respective Employer
- ⓐ Lodgement of completed units, so even if you don't complete you will obtain a Certificate of Attainment for the units completed.

As a result of this training initiative, yours and the businesses organisational capacity should be strengthened. This will be achieved through the application of what is learned in the training process.

Important Information

Additional Information about workplace education and training can be accessed through one of the following websites.

<http://www.wisemaninstitute.com.au>

<http://www.dest.gov.au>

<http://www.education.vic.gov.au>

<http://www.vrqa.vic.gov.au>

<http://www.ntis.gov.au>

<http://www.training.gov.au>

Wiseman's Core Values:

At Wiseman Institute of Applied Learning, we believe the application of the following core values result in the best outcomes for both staff and learners.

- WILL:** The faculty or power of the mind by which we decide to do or not to do.
- ATTITUDE:** An attitude is an artificial construct by an individual that represents their degree of like or dislike for something
- HONESTY:** Honesty refers to a facet of moral character and denotes fair and positive attributes such as integrity, truthfulness and straightforwardness, along with the absence of lying, cheating or theft.
- CONFIDENCE:** Confidence is generally described state of being certain either that a hypothesis or prediction is correct, or that a chosen course of action is the best or most effective. Self- confidence is having confidence in oneself
- TEMPERANCE:** Temperance is defined as moderation in action, thought, feeling or restraint.
- JUSTICE:** Justice is a concept of moral rightness based on ethics, rationality, law, natural law, religion, fairness and equity, along with punishment for the breach of these ethics.
- PRUDENCE:** Prudence is the characteristic of exercising sound judgement in practical affairs.
- FORTITUDE:** Strength of mind that enables a person to encounter danger or bear pain or adversity with courage.

Wiseman's Core Skills and Knowledge:

Wiseman Institute of Applied Learning ensures the highest standards of service delivery through the employment of the best qualified staff most suited to the available positions. Staff members apply the following core skills and knowledge in all their dealings.

- COMMUNICATION:** Communicate with people at all levels of complexity; using different communication methods, tools & strategies as required.
- TEAMWORK:** Work with people at all levels of complexity, across different business settings.
- CUSTOMER FOCUS:** Deliver good customer service across different levels of complexity, in different cultural and business settings.
- TASK MANAGEMENT:** Manage all tasks in a way that safety, quality, efficiency, cost effectiveness and customer satisfaction are ensured.

PROCESS MANAGEMENT:	Able to recognise processes within a specific business, map processes, identify/control variables, set/reach targets.
OPERATE WITHIN A SYSTEM:	Able to recognise systems within a business and operate within these systems.
MANAGE SYSTEMS:	Manage systems related to individual portfolios, this may include, but is not limited to, the following: management systems, computer systems, training systems and quality systems.
PROBLEM SOLVING:	Recognise different types of problems; analyse problems and solve problems at the direct cause and at the root cause.
MANAGE IMPROVEMENTS:	Able to manage improvements at the task, process and systems levels.
FEEDBACK:	Give and receive feedback in a way that supports personal development, team work, customer satisfaction and cost effectiveness.
REFLECTION:	Learn from own experience and involvement with people, processes and situations.
REVISION:	Carefully analyse completed tasks and projects
REPORTING:	Present data about a specific event/task/activity/outcome using the most appropriate tools/techniques, and at the most appropriate time.

ASSESSMENT GUIDELINES AND PROCESSES

Wiseman Institute of Applied Learning provides Competency Based Training and Assessments to ensure that you have the critical skills, knowledge, understanding and attitudes needed to perform effectively in your workplace.

This document explains the Guidelines and Processes, in which you will be assessed, to ensure that you are given the opportunities and support to complete your Qualification. It also covers the procedures for complaints and appeals should you require it.

Please read the following pages so you know how you will be provided process and guidelines work. If you don't understand anything please speak to a Wiseman Representative and they will further explain it to you.

COMPETENCY BASED TRAINING AND ASSESSMENT

The Australian VET system is underpinned by a competency-based training and assessment framework. It is concerned with what a person can do as a result of, rather than the time they have spent in, training. It focuses on the skills and knowledge they have, rather than on how they got them. For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the industry standard.

ASSESSMENT DEFINITIONS

Assessment

Assessment is the process of gathering and judging evidence in order to decide whether a learner has achieved competency.

Assessment appeals

A learner may appeal within 7 days of official publication of the final grade on any of the following grounds:

- the unit outline was not explicit i.e. it did not detail how many assessment tasks are required to be undertaken; how learners will be assessed; or when they will be assessed
- the trainer did not fairly and appropriately apply the assessment criteria as specified in the unit outline
- the trainer did not conduct the assessment tasks as described in the unit outline

Assessment criteria

Assessment criteria are the descriptions of what the learner is expected to do in order to demonstrate competency.

Assessment methods

Assessment of learners may involve using a range of methods necessary to demonstrate competency. Examples include but are not limited to:

- direct observation
- structured activities e.g. simulations, roles, group work, case studies, projects, field work, practicum, electronic forums, presentations
- questioning i.e. verbal or written
- portfolios e.g. work samples, journal, log book
- review of products e.g. reports, performance
- formal and informal tests

Cheating

Cheating is the intention to gain an unfair advantage in the assessment of a unit. This may include (but is not limited to) resubmitting or largely reusing previously assessed work; fabrication of data and/or results; colluding with others; allowing another person to complete an assessment on behalf of a learner; accessing an advanced copy of a test paper; copying from others in an assessment; bringing into an assessment unauthorised material or information; knowingly helping others to cheat; taking actions which intrude on the ability of others to complete their assessable tasks.

Plagiarism

Plagiarism is the presentation of work from another person, as though it was their own, and failing to properly acknowledge that person.

Credit transfer (AQF)

Credit transfer assesses the equivalence of the learning from one unit to another unit.

Cumulative assessment record

A cumulative assessment record is the trainer's ongoing record of all assessments in a unit/cluster. It can be paper based or electronic.

Due dates and extensions

It is expected that trainers will have a due date for each assessment task.

Grading category

VET programs are graded as follows:

Competent or (C) This is when you **have** achieved all the required skills and knowledge, and critical aspects of evidence.

Not Yet Competent or (NYC) This is when you **have not** achieved all the required skills and knowledge, and critical aspects of evidence.

Industry consultation in the development of the assessment process

Consultation with enterprises or industries will provide information about assessment requirements relevant to workplaces. This information should be sought when developing training and assessment strategies so as to gain a clear picture of a competent learner.

Integrity of assessment

Integrity of assessment is achieved when learners receive proper credit for assessable work which is clearly their own.

Model answers

These are examples of the correct answers to test questions or indicative answers for written tasks eg. reports, assignments, portfolios, etc.

Moderation

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process where adjustments are made to assessor judgements so as to overcome differences in the difficulty of the tool and/or the severity of judgements.

Notification of final results

The final result for any unit will not be officially notified to a learner before the completion of assessment in that unit. All learners can access their records using one of the two following methods:

- 1) Contact the head office, where a relevant administration / project officer will print records from VETtrak data base.
- 2) Seek feedback from the trainer, who is required to give to the learner a copy of an updated version of the individual training plan.

Number of assessment attempts

All Wiseman Institute learners are entitled to two attempts to achieve a pass in each assessment task within any unit enrolment period.

Recognition of prior learning

RPL is an assessment process that assesses the individual's formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Recording of results

Upon completion of the unit, the learners' final results must be recorded on the VETtrak learner management system.

Reasonable adjustment of assessments

Characteristics and circumstances such as having a disability; carer responsibilities; cultural or religious obligations; being Indigenous; or having English as a second language may result in a learner requiring reasonable adjustments for some or all of their assessments. Reasonable adjustment describes the actions or changes which will enable a learner to participate on the same basis as other learners.

Reasonable adjustment is the process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements to enable participation on the same basis as other staff and learners. The determination of 'reasonableness' requires judgment that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency. Provide a list of any reasonable adjustments that are required. You will need to negotiate any reasonable adjustments with your trainer at the earliest possible time prior to undertaking the task.

Special Consideration

If you believe you will be unable to complete an assessment by or on the required date, you may, in some cases, negotiate with your trainer an extension. Extensions must be clearly documented between you and your trainer, and have an agreed date when assessments must be completed as well as fitting within the unit enrolment start and end date.

If you are unable to submit or attend an assessment (and could not request a deferment as you had no prior warning of this inability before the date of the assessment) then you can make an application for special consideration. Please discuss this as soon as possible with your trainer and be aware that you must submit an application no later than three days after the due date of the specific piece of assessment.

If you are unable to participate in the assessment process, due to illness or hardship, you can make an application for special consideration. You will be required to write a letter explaining your case for special consideration and forward the letter to The Wiseman Institute Head Office, attention Compliance Officer. However, if Wiseman Institute believes that the reasons given by you do not satisfy special consideration, your application may be rejected and you may fail the assessment.

Validation

Validation involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Assessment Context and Assessment Mode

This assessment tool is to be used only for learners, who are currently employed in a full time capacity as operators or team leaders within the manufacturing sector. As part of this employment, the learner needs to have access to the workplace / learning context, which will enable the learner to develop necessary skills and knowledge as prescribed in the unit of competency. This includes access to tools, equipment, policies, procedures and relevant staff members, including access to the trainer and assessor from whom the learner may seek additional clarification about the assessment process prior to be formally assessed in the workplace.

For a learner to be assessed as competent in this unit of competency, the learner will be required to fully complete all tasks included in this assessment tool. All training and assessment is taking place in the workplace, where the trainer and the learners have an opportunity to take part in training and assessment, as well as ongoing practicing in real settings.

Before a learner can be assessed as competent in this unit of competency, the trainer needs to collect evidence about the learner's competence, which complies with the following rules of evidence: valid, sufficient, current and authentic. For this reason the following assessment modes will be used as part of the assessment process:

Three modes of assessment are used for this unit of competency:

Assessment Mode A – Knowledge Assessment

Assessment Mode B – Work Related Project or Portfolio

Assessment Mode C – Practical Demonstration

Assessment Mode A – Knowledge Assessment

Instructions: Whereby the trainee is required to provide verbal answers to the following questions the RTO Trainer will record the responses.

You will meet with your trainer to read through the Learner Guide and the Learner Version of the Assessment Tools. You will then need to read through the questions and write your own answers in the space provided. You may wish to start a 'discussion group' with fellow trainees at your workplace and discuss possible solutions to the issues presented in the questions. However, it is important to ensure that your answers are your own. Your assessor will review your answers with you at your workplace and give you feedback.

Assessment Mode B – Workplace Project or Portfolio

Purpose: The purpose of the learning project is to ensure that we engage individual learners in a structured thinking / learning process for the duration of the learning cycle allocated to respective units / learning clusters.

This participation in a structured thinking / learning process includes but it is not limited to the following:

1. Demonstrate understanding of all unit(s) of competency
2. Relate individual units to the workplace related activities / context
3. Assess the current performance, using the individual units as a set of benchmarks
4. Think of possible improvements, use individual units as a set of guidelines for continuous improvement
5. Discuss with colleagues possible improvements
6. Promote the application of new principles in the workplace

Whenever practical, it would be good to see some substantial business improvements occurring in the workplace as the result of a learning program (units of competency). In saying this, we also need to be mindful that there could be many constraints, which could limit learners' ability to make instant improvements while they are going through a learning cluster / unit of competency.

Participation: Learners need to use these instructions as the framework for their structured thinking / applied learning. Wiseman's trainers who are based in the workplace on a full time or part time basis, need to support the learning process of individual learners in the workplace (with a **minimal requirement of 3 formal contacts with learners per month**), this includes group discussions, one – on – one coaching and on the job demonstrations.

As part of their presence in the workplace, Wiseman's trainers need to encourage all learners to recognise their workplace environment as a learning environment. Through this process we will encourage all employees to recognise that every hour spent in the workplace represents a learning opportunity.

Duration:

Week No1 – Introduce the unit to the learner through either group discussions or one – on – one coaching in the workplace. Work with the learner through the learners guide and the assessment tool. Inform the learner of the assessment requirements for this unit, which includes the duration of the unit, types of evidence required. Note: The date that you do this, is the official "start date", which you record on the following:

- Training Plan
- Overall Progress Report – Electronic reporting about training and assessment progress
- Integrated Learning Log Book – Hard evidence about learners' participation in a structured learning and assessment process.
- Learners Assessment Tool

Week No2 – Provide the learner with ongoing support. Identify possible areas where the learners can use knowledge. Identify areas where improvements can be generated. Assist the learners with the implementation of new knowledge in the workplace.

Week No3 – Review if the learner was able to answer questions. Perform formal observations of the learner's ability to apply problem solving techniques in the workplace. Give support as required, give feedback as required.

4 weeks for individual units. Note: The date that you do this is the official "coaching date", which you record on the following (please note it can also be Week 2's date):

- Overall Progress Report – Electronic reporting about training and assessment progress
- Integrated Learning Log Book – Hard evidence about learners' participation in a structured learning and assessment process.

Week No4 – Formally finalise training and assessment activities related to this unit, including record keeping requirements, which includes actual receipt of the Learners Assessment Tool. Note: The date that you do this is the official “end date”, which you record on the following:

- Training Plan
- Overall Progress Report – Electronic reporting about training and assessment progress
- Integrated Learning Log Book – Hard evidence about learners’ participation in a structured learning and assessment process.
- Learners Assessment Tool

Assessment Mode C – Practical Demonstration

Your workplace assessor will assess your performance using the Practical Demonstration Checklist listed below.

Before the assessment has begun, you will need to read the checklist and discuss any concerns that you may have with your assessor.

This assessment should not be new to you as the learning guide that you have studied in preparation for this assessment covers the points that are included in this assessment tool.

Example of the feedback box included – which is after each Assessment mode A, B & C

Feedback to the Learner for this part of the assessment process.		
On the basis of evidence provided, your performance for this part of the assessment process has been marked as:	Satisfactory <input type="checkbox"/>	Not Yet Satisfactory <input type="checkbox"/>
In cases where learners’ performance after the first attempt has been marked as Not Yet Satisfactory, the assessor and the learner need to agree on further assessment options:	List Possible Options: <input type="checkbox"/> Repeat questions <input type="checkbox"/> Include more information in individual answers <input type="checkbox"/> Include additional questions <input type="checkbox"/> Other	

The final stage in this Unit of Competency is when the trainer will deem your work across the 3 Assessment Modes to be overall Competent or Not Yet Competent.

If after the first attempt additional work is needed in order to be deemed as Competent, your trainer will be working alongside you as you are allowed up to three (3) attempts of the same Unit, and will only be assessed when your trainer generally feels that you are ready to fulfil the Assessment requirement.

The record of your performance and your feedback on this unit will be recorded in the following table:

Cumulative Assessment-Record of Results
UNIT TITLE

a) Learner to Complete This Section		
I had a clear understanding of what I was required to complete for this assessment.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
I was given sufficient time in which to complete the assessment.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
I received support and guidance from the training/assessing staff when requested.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
I have submitted material for assessment that represents my own, original efforts.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Learner's Name	Signature	Date
b) Assessor to Complete This Section		
Assessor's Name	Signature	Date
<i>On the basis of evidence provided you have been assessed as:</i>	COMPETENT <input type="checkbox"/>	NOT YET COMPETENT <input type="checkbox"/>
For Learner found Not Yet Competent, the Not Yet Competent decisions was due to:		
c) Learner's performance		
<i>Number of times practiced:</i>	<i>Activity observed over:</i>	
<input type="checkbox"/> 1 to 3 times	<input type="checkbox"/> 0 to 1 week	
<input type="checkbox"/> 4 to 6 times	<input type="checkbox"/> 2 to 4 weeks	
<input type="checkbox"/> more than 6 times	<input type="checkbox"/> over 2 months	
d) Assessment Feedback:		
<i>Learner: I was given adequate feedback on my performance</i>		
Learner's Name:	Signature:	Date:

POLICY

The policy is intended to promote honesty in learning and assessment and respect for the work of others. Contravention of this policy will result in learners being penalised as per our learner code of conduct.

Plagiarism involves using the work of another person and presenting it as one's own. You are expected to acknowledge the intellectual property of others used in the preparation of projects and assessment tasks.

Plagiarism is the copying of another person's ideas or expressions without appropriate acknowledgement and presenting these ideas or forms of expression as your own. It includes not only written works such as books or journals, but data or images that may be presented in tables, diagrams, designs, plans, photographs, film, music, formulae, web sites and computer programs.

Wiseman Institute regards plagiarism and Cheating as using material, in contravention of the assessment rules, to gain unfair advantage, usually in a 'closed book' assessment and is an extremely serious academic offence. The penalties associated with plagiarism and cheating are severe and extend from cancelling all marks for the specific assessment item or for the entire unit through to exclusion from your course.

The penalty will depend on the severity of the plagiarism and cheating, whether the learner is a repeat offender, whether there is evidence of deliberate deceit and whether another learner has been coerced into participating in the plagiarism and cheating.

PROCEDURE – Cases of suspected Plagiarism

1. A Trainer or Assessor who suspects plagiarism should report this to the Managing Director.
2. The Managing Director must decide whether the plagiarism amounts to cheating. In other words, the Managing Director must determine whether it is more likely than not that the plagiarism was done with the intention of gaining an unfair advantage
3. The Managing Director should use tools available on the internet to help them objectively assess plagiarism of other's work.

A. Managing Director decides there was no Plagiarism and Cheating

- If the Managing Director decides that it is a case of unsatisfactory assessment and not cheating, the Managing Director will then mark the work appropriately. In some cases the Managing Director may require the learner to attend a meeting with the
- Managing Director to discuss the issue of plagiarism and cheating. If this occurs the
- Managing Director should send a Learner – Plagiarism and Cheating Warning Letter to the learner in the appropriate form. A copy of the Learner – Plagiarism and Cheating Warning Letter is to be placed on the learner's personal file.

B. Managing Director decides there is a possible case of Plagiarism and Cheating

- If the Managing Director reaches the conclusion that there is evidence that the learner intended to obtain an unfair advantage, the Managing Director must give the learner an opportunity to respond before making a final determination. In addition to more obvious cases of plagiarism (eg copying large slabs of information from the Internet), this situation would arise where two learners, contrary to instructions, submit substantially the same work.

C. Managing Director decides that Plagiarism and Cheating has occurred

- If after giving the learner an opportunity to respond, the Managing Director decides that the learner has acted with an intention to obtain an unfair advantage, the Managing Director will either:
- Where cheating has occurred the learner must be graded as 'not yet competent' and will be required to retake the unit as their expense. They must be notified in writing and offered the right to appeal.

D. Managing Director decides that Plagiarism and Cheating has not occurred

If, having heard the learner's explanation, the Managing Director decides that the learner's conduct did not amount to Plagiarism and Cheating, the Managing Director:

- (a) Will treat the case as one of unsatisfactory academic work and mark the assessment appropriately (ie: not yet competent); and
- (b) May, if it is deemed necessary, advise and counsel the learner about the rules relating to plagiarism and cheating.

If (b) occurs, the Managing Director should consider whether it is necessary to send a warning letter to the learner. If a Learner – Plagiarism and Cheating Warning Letter is sent to the learner, the Managing Director must place a copy in the learners' individual file.

Penalties of Plagiarism and Cheating

Learners who are found cheating or guilty of plagiarism on any form of assessment will be deemed Not Yet Competent for the relevant Unit of Competence. The learner will then need to re-submit, re-sit assessment. See Assessment Policy and Procedure.

Learners who are found cheating or guilty of plagiarism for a second time will need to re-enrol and repeat the entire Unit of Competence and pay applicable fees.

Learners who are found cheating or guilty of plagiarism for a third or subsequent time, the matter will be referred to the MANAGING DIRECTOR.

Learners will also be issued an official written warning which will be placed in the learners file. Continued behaviour of this kind may result in learners being expelled from the Institute.



For more details contact us via phone, email or our online enquiry form.

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