PURPOSE OF POLICY

Axial is committed ensuring students are given the best quality training services across all modes of delivery. Through the Axial LIME room, students are equipped with a range of tools to guide, support and enhance their learning experience. Axial is dedicated to incorporating the online learning environment into our established campus and workplace based training delivery models. This policy includes guidelines for trainer contact with students through the LIME room and student responsibilities when accessing and using the LIME room

POLICY

Axial are committed to ensuring our online students are in contact with their trainer on a regular basis.

For students studying their qualification 100% online:

- set assessment submission dates are allocated as part of your scheduled training plan
- Ensure you have adequate internet access
- All students must have access to a desktop Computer, laptop, tablet or mobile device on which they can complete set tasks.
- Our service commitment is to ensure your Facilitator is in contact with you daily and/or when required.
- Axial will aim to respond to additional support e-mail enquiries within 1 working day
- Axial will provide you with full access to our e-learning website/s
- All students will receive their own personal login details and have your own online classroom
- Axials Lime room will support you with your studies by providing you a space to:
  - View and download resources such as assessments, presentations and workbooks
  - Upload your assessments for marking
  - Receive feedback from your trainer for assessment you have submitted
  - Keep a personal record of your progress
  - Post comments onto our forums and chat with other students via instant messenger
  - For User Choice Trainees, your trainer will review your training record log at 3 month intervals and you will be required to upload this to your trainer when requested.

STUDENTS STUDYING VIA AXIALS APPRENTICESHIP MODEL

Our Workplace based delivery model includes a commitment for Axial to provide approximately six to eight workplace visits per year. During these visits our trainers will:

- Provide students with knowledge, gap training and assessment for their relevant training package
- Develop the training plan, and calculate student required withdrawal time
- Explain to both the student and their supervisor what work should be completed prior to the next visit to enable assessment to take place
- Review the student withdrawal log at each visit and collect evidence that it has been completed and signed.

Axial should be notified as soon as possible before a scheduled visit if a student is unavailable so the visit can be rescheduled. Failure to do this may mean the trainer cannot see the student until the next scheduled visit

Some units may require scheduled classroom attendance. These units will be noted on the Training Plan and suitable dates will be discussed with both Apprentice and Employer when these units are due to commence training.

Apprentices are able to request additional work from their trainer should they complete all available LIMEroom activities between scheduled workplace visits.

INSTRUCTIONAL RESOURCES

The detail for the delivery and assessment for each unit is provided in the form of an Order of completion, Study planner, and E library. Each unit of competency contains:

- The unit title and code
- Version control information; training package code; package version; document version
- Unit information—as per training package information—including:
  - identification of the qualification level (Unit Codes)
  - unit descriptors, legislative, licensing or regulatory requirements, prerequisites and co-requisites, methods of assessment
  - the range statement o employability skills, required skills and knowledge and critical aspects for assessment
- Instructions on how the trainer/ facilitator and learner/ participant guides should be used and a checklist for addressing Recognition of Prior Learning (RPL)/Recognition of Current Competencies

- Instructions for trainers, facilitators, assessors and learners or candidates for assessment, regarding participation in assessments
- Information regarding assessment structures and requirements, including:
  - an explanation of competency assessment and access and equity needs
  - instructions for trainers, facilitators and assessors relating to customisation and contextualisation of learning content and of assessments
- Text (learning/ theory content) that addresses each performance criteria and provides underpinning knowledge through a narrative that describes the processes, tasks, quizzes or procedures that learners must demonstrate to be assessed as competent
- A series of assessment instruments providing for the collection of a range of evidence to support a judgement of competence

ASSESSMENT METHODOLOGY

Assessment is based on a formative and summative assessment model, with holistic assessment being applied where possible. Formative assessment tasks are included at certain points in the learning sequence in order to assist learners to judge their progress and to seek assistance from the trainer/assessor.

Summative assessment tasks occur at the completion of the learning experience, where appropriate.

Combined, the formative, summative and holistic assessment tasks provide the assessor with sufficient evidence to enable an assessment decision to be made in regard to the participant's competency, once authenticated as being the work of that participant.

BENCHMARKS FOR ASSESSMENT

The benchmarks for assessment in industry are the endorsed National Competency Standards, as relevant to each qualification.

These standards detail what constitutes vocational competence in a range of occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by Axial training in conducting the assessment.

ASSESSMENT TOOLS AXIAL TRAINING

Axial training assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence, and may include:

- o Specific instructions to candidates—incorporated into the unit and available to each student at the commencement of the unit
- o Assessment tasks appropriate to each Australian Qualifications Framework (AQF) Level that can take a number of forms including: short tests and quizzes, observation Checklists, simulation activities, practical projects, demonstrations, individual/group projects, written/oral tests and/or E- portfolios, dependent on the AQF Level and the nature of the competency concerned
- o Examples of acceptable responses—included in the Trainer / Facilitators Guide
- o Rules of judgements in holistic competency assessment—included in the Trainer / Facilitators, where applicable

ASSESSMENT INSTRUMENTS

Recommended instruments are provided within the instructional resources for each unit. These are developed with internal and external resources and are provided to trainers and assessors via our learning management system LIME room.
Marking guides/criteria/observation checklists are also provided.

Axial Staff wishing to develop additional assessment instruments for incorporation within the resources can do so in conjunction and approval from the Head of Learning and Development. Marking guides/model answers must be provided as part of this process and care taken to ensure that each assessment instrument is aligned to the AQF level appropriate to the Unit of Competency concerned.

PLAGIARISM

Plagiarism occurs when someone presents the thoughts or writings of another person as his/her own. Students are, therefore, required to acknowledge all direct quotations, ideas, paraphrased writings and statistical information.
Plagiarism is a form of cheating, and is one of the most serious offences any writer can make. Any student found to be plagiarising will be regarded as having cheated, and the student will be asked to attend a meeting with the faculty manager to work through the concern. Please note that Axial

training reserves the right under these circumstances to have the student redo the unit again, or cancel the enrolment if the offence is greater than expected.

Axial Training uses Turnitin text-matching software to help identify potential plagiarism in student submitted work. Turnitin can identify matches in millions of texts from books, journals, web pages, and previously submitted documents. It is important to note that by submitting an assessment, the student is providing consent for their personal data to be passed into the Turnitin system and that their work will be stored in the database for checking against the work of future students. Not all assessments may be required to be sent to Turnitin for checking by our staff.

SUBMISSION OF ASSESSMENT TASKS

All assessment tasks required for completion of a unit are to be completed and submitted by the scheduled due date and following the instructions contained in the Axial training Plan and/or Study planner. To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment, either soft copy (on computer or a USB) or a hard copy.

Students are reminded to save their work on an ongoing basis when logged into Lime room. In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned should this be misplaced= by the student or failure to upload occurs.

STUDENT SATISFACTION SURVEYS

Axial Training collects stakeholder feedback through a variety of tools and methodologies throughout the student's course which is mandatory.

These may include, but are not limited to:

- o Student surveys
- o Student unit evaluation questionnaires
- o Student interim interviews
- o Graduate exit questionnaires

SATISFACTORY ACADEMIC PROCESS

Axial Training expects each student to progress through his/her course at a rate that will enable the student to complete the course in the nominated duration. The Lime room system generates reports of students' academic progress, enabling Student Services to monitor, record and assess every student's progress.

To assist in this process, Student Services and Axial Administration may generate the following Lime room reports:

- o Students that have not submitted assessment tasks by their due date
- o Students that have not logged in within 72 hours
- o Students at risk of falling behind. This is based on the due date set for students undertaking a particular qualification and how many answers they have input, and whether or not they are likely to answer all questions before the due date.
- o Students with active enrolments that have never logged in.
- o Where a student is identified to be 'at risk' of not completing their course on time Student Services may intervene and provide counselling, together with a plan for course progression. It is the student's responsibility to follow this plan and complete their studies within the nominated duration. Failure to do so may result in "an intention to Cancel" letter for the cancellation of the student enrolment.