Training and Assessment Policy

Australis College Pty Ltd
RTO Number 31518

PURPOSE

To engage and train students towards successful completion of their qualification with a wide variety of learning and assessment methods to address individual needs.

To measure learning progress and assess students in a fair and equitable manner aligned with the requirements of the relevant VET accredited course and the principles of assessment and rules of evidence outlined in the Standards for Registered Training Organisations (RTOs) 2015.

SCOPE

Australis College conducts training and assessment against the competency standards in a Training Package and accordance with the Principles of Assessment, and the Rules of Evidence.

Trainers and Assessors are employed or contracted by Australis College, who hold and maintain the necessary training and assessment qualifications and industry competencies as determined by the relevant Industry Skills Service Organisation (SSO) and Australian Skills Quality Authority (ASQA). Trainers and Assessors must have the relevant vocational competencies at least to the level being assessed, and continue to update their vocational training knowledge and skills, and industry currency knowledge and expertise.

This policy encompasses principles of:

- Access and equity.
- Training strategies including reasonable adjustment.
- Trainer and Assessor compliance.
- Principles of assessment and rules of evidence.
- Validation and moderation.
- Resubmission of assessments.
- Credit Transfer and Recognition of Prior Learning.
- Transitioning of qualifications/units of competency.
- Retention of assessment requirements.

LEGISLATIVE CONTEXT

Standards for Registered Training Organisations (RTOs) 2015

Part 2 Training and Assessment. Standard 1:

- Clause 1.8 Assessment including Principles of Assessment and Rules of Evidence.
- Clauses 1.13-1.20 Trainers and Assessors.

Effective date	Review by date	SOP policy number	Version	Page number
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- Clause 1.21 Delivery of training/assessing qualifications.

- Clauses 1.26-1.27 Transition of training products.

National Vocational Education and Training Regulator Act 2011

Privacy Act 1988

Disability Discrimination Act 1992

Workplace Health and Safety Act 2011

Child Protection Act 1999

Higher Education Support Act 2003

VET Student Loans Act 2016

VET Student Loans Rules 2016

Human Rights Commission Act 1986

Pre-qualified Supplier 2016-2017 Policy

PQS Compliance Audit – Evidence Guide for Pre-Qualified Suppliers 2015-16

POLICY STATEMENT

1. ACCESS AND EQUITY

1.1 Australis College engages students towards successful completion of their qualification with a variety of learning and assessment methods to address individual needs. Students are engaged, trained and assessed in a fair and equitable manner aligned with the requirements of the relevant Training Package or VET accredited course. (Refer to the Access and Equity Policy (POL_TA_AE1).)

2. TRAINING STRATEGIES

2.1 Australis College develops and implements training strategies informed by industry to enable the student to gain the knowledge and application of skills that are relevant to the current and future workplace. In developing the course resources and assessments, Subject Matter Experts will apply the volume of learning requirements, the AQF level of the qualification and the level of practical application and assessment conditions in the Training Package, required to produce competent students in their chosen field of study.

2.2 Australis College learning and assessment resources and tools are developed in accordance with the requirements of the endorsed Training Packages recorded on training.gov.au in addition to industry regulations and requirements. (Refer to the Training Product Development Procedure (PRO_PD1).)

2.3 Subject Matter Experts, Heads of Faculty, and Trainers/Assessors involved in the development of courses for Australis College align unit learning resources and assessment material with the elements, performance criteria, foundation skills, range of conditions, performance and knowledge evidence, and assessment conditions for each unit of competency delivered for each qualification on scope. These include summative and formative methods of assessment to suit the range of learning styles and flexibility that students require in the current vocational and training market.

2.4 Australis College Trainers and Assessors are highly experienced operators in their field and meet requirements for the Standards for Registered Training Organisations (RTOs) 2015 by maintaining their vocational competency and keeping up to date with industry practice, trends, industry networks and news. They also keep up to date with VET knowledge and learning and assessment strategies that inform the development of courses and contribute to the continuous improvement of training and assessment strategies and service delivery implemented at Australis College. (Refer to the Maintaining Trainer and Assessor Compliance Procedure (PRO_TA_TA6).)

2.5 Business operations are aligned to support the student from pre-enrolment through to completion in preparing the student to become 'job ready'. For this reason, Trainers and Assessors have a vital role in providing regular contact, technical support and feedback throughout the training activities, clinic days, practical placements and assessment submissions.

2.6 Where relevant, a Trainer or Assessor may need to make reasonable adjustment(s) in the delivery of training and assessment methods to cater for students who have been identified at enrolment as having learning challenges or disability which will impact on their ability to complete the course in its current format. This may take into account, but not limited to:

- Language challenges.
- Literacy challenges.
- Numeracy challenges.
- Computer literacy challenges.
- System access challenges.
- Physical challenges.
- Cultural challenges.
- Workplace and study environment challenges.

2.7 Any reasonable adjustment methods and assessment must be approved by the relevant Head of Faculty, and notes and samples of adjusted assessment fully documented on our Student Management System.

3.   TRAINER AND ASSESSOR COMPLIANCE

3.1 It is mandatory for Trainers and Assessors conducting training and assessment on behalf of Australis College for national recognition to be:

- Employed or contracted by Australis College, or
- Acting under the auspices of Australis College, e.g. an Assessor working in an organisation with an auspice arrangement with Australis College.

3.2 All Australis College Trainers and Assessors delivering training and determining assessment decisions (or members of an assessment team/panel conducting assessments) are required to hold formal recognition in TAE40110 Certificate IV in Training and Assessment or its successor, or a Diploma or higher level qualification in adult education. It is recommended that Trainers and Assessors also hold the TAELLN411 Address adult language, literacy, and numeracy skills, its predecessor or its successor. Trainers and Assessors must also be technically competent in the level of work that is being trained and assessed.

3.3 Persons who conduct assessment only are required to hold the TAE40110 Certificate IV in Training and Assessment or its successor, or one of the Assessor skill sets.

3.4 Trainers/Assessors must demonstrate current knowledge of the industry, trade practices, and the job or role against which performance is being assessed. They must also remain current with the knowledge and skills required in the VET industry as a Trainer and Assessor to ensure they are up to date with the methods and tools to effectively train and assess students.

3.5 Before commencing employment, Trainers and Assessors will be required to complete a Trainer and/or Assessor Profile (TAP) and TAP Appendix (TAP-A), and provide certified copies of their training and assessor qualification, industry qualifications, and examples of current professional development in VET and industry to their Head of Faculty. The evidence is recorded for each Trainer and Assessor within the relevant faculty folder, on the CPDone platform, or on another CPD platform.

3.6 Australis College supports Trainers and Assessors in contributing to their professional development. Evidence of ongoing professional development is maintained and recorded within the relevant Faculty folder or on CPDone/other platform. Australis College Trainers and Assessors must demonstrate current knowledge and skill in conducting assessments in a range of contexts. They will also be required to demonstrate the necessary interpersonal and communication skills needed in the assessment process.

3.7 In the instance where a Trainer or Assessor is new to the VET industry and has recently obtained their training and assessor qualification or Assessor skill set, Australis College recognises the need to support them with regular and ongoing guidance, direction and professional development activities facilitated by their Head of Faculty. Assessment decisions will be moderated by an experienced Trainer and Assessor, who will take responsibility for the assessment decisions until such time the Head of Faculty believes they are fully competent.

4. PRINCIPLES OF ASSESSMENT AND RULES OF EVIDENCE

4.1 Australis College implements the four (4) Principles of Assessment and the four (4) Rules of Evidence to ensure quality outcomes for students enrolling in VET accredited courses. Assessments carried out must be fair, flexible, valid and reliable; and evidence must be valid, sufficient, authentic and current.

4.2 Under the National Training Framework, assessments for national recognition must be undertaken in accordance with the Assessment Conditions specified in the relevant industry or enterprise Training Package. Competency standards are measured against the VET accredited course as per the National Training Register (training.gov.au).

4.3 Assessments are to be marked within five (5) business days of the assessment submission unless directed otherwise by the Head of Faculty, General Manager, Faculties and/or Managing Director. If these timeframes cannot be met, Assessors are to raise this with their Head of Faculty.

4.4 Suggested responses and model answers are written to ensure consistency with the marking criteria and process across individual Trainers/Assessors conducting the assessments.

4.5 During the assessment process:

- Each student will be prepared adequately for the assessment with regular progress updates and relevant and up to date learning material.

- The rules for determining a decision on the assessment is clear and ensures consistency.

- The evidence is uniformly collected and evaluated to create set standards for each Trainer and Assessor.

- Constructive feedback is provided to the student so they understand gaps in their learning and can improve their knowledge.

- Results and assessment feedback is recorded on the appropriate Student Management System(s).

4.6 For a student to be deemed competent, the evidence collected must demonstrate that they can consistently perform relevant tasks in carrying workplace or simulated situations, have the required knowledge on why, how and when it is appropriate to perform the tasks and use this knowledge to. The student's tasks must be performed to a level required of the industry and qualification, and be assessed against all the elements of the unit.

5. VALIDATION

5.1 Australis College consults with industry experts internally and externally to validate the training and assessment material for VET qualifications before adding to the scope of registration and during the life of the course. This ensures the training and assessment strategies and assessment tools and resources delivered to students teach them the knowledge, skills and practical tasks required in their chosen industry.

5.2 A validation schedule is maintained by each faculty area to ensure validation is carried out on at least 50% of training products within the first three (3) years of a five (5) year cycle (refer to Validation Policy (POL_TA_VM1)).

6. MODERATION

6.1 This is conducted prior to a student being granted certification or more regularly as determined by the Head of Faculty. It must not be carried out by the Assessor who made the assessment decision. The moderation process ensures that students are fairly and consistently assessed in accordance with the unit requirements and Training Packaging Rules. (Refer to Training and Assessment Procedure PRO_TA_TA1).)

    6.1.1 Where inconsistencies are found, this may lead to an improvement in the instructions for students and marking guides and/or further training for Assessors.

    6.1.2 In some instances where the student is deemed competent, yet has not met all the assessment criteria, further evidence or assessment may be required prior to certification. This is at the discretion of the Head of Faculty and General Manager, Faculties/Managing Director.

6.2 Moderation will additionally be conducted in response to a complaint or appeal, or feedback from a Trainer and Assessor. It is encouraged that Trainers and Assessors are actively involved in reviewing the assessment tools to identify any areas/suggestions for improvement.

6.3 All adjustments required to assessment methods and decisions must be documented and suggested outcomes actioned accordingly. Adjustments to resources must be appropriately version controlled.

7.   RE-ASSESSMENT

7.1   If a student is deemed 'not competent' by the Assessor once all the evidence has been collected and evaluated, the Assessor must provide feedback regarding the assessment outcome or process and offer the student information on the reassessment and appeals process. This information is available in the Student Complaints, Grievances and Appeals Policy (POL_TA_CA1) and the Student Handbook. The student can complete the same assessment twice without incurring a fee. If the student is deemed 'not competent' after two (2) attempts, they will be charged the unit enrolment fee amount (subject to change according to the tuition fee schedule.)

Please note that this policy does not apply to students undertaking courses in aviation where the competency evidence is generated from CASA licensing examination and/or test results. If deemed not competent after the first submission of assessment evidence based on CASA results, the student will be required to pay for the unit re-enrolment cost and re-assessment costs.

7.2   An Assessor may be required to participate in the re-assessment or appeal process (refer to Fees and Refunds Policy (POL_TA_FR1) and Complaints, Grievances and Appeals Policy (POL_TA_CA1)).

8.   CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING

8.1   All potential students at pre-enrolment are given the opportunity to discuss prior skills, work experience, learning and knowledge that may support their progression into VET qualifications, provided that the learning is applicable to the competency outcomes, the evidence is presented and verified and is still current.

8.2   Australis College has processes in place to assist the student in providing evidence to support competencies currently held (refer to Training and Assessment Procedure (PRO_TA_TA1)).

8.3   Students that hold unit(s) of competency for the qualification they are enrolling into are invited to apply for Credit Transfer (CT). They are required to provide a copy of the Statement of Attainment or transcript to Student Services before their first census date.

8.4   Student Services will verify the document with the issuing RTO. Where this is not possible, the Statement of Attainment or transcript will need to be certified or the original sighted by an Australis College representative. Australis College will not accept certification from non-RTO training providers for CT purposes.

8.5   Student Services will complete a CT application on the student's behalf and review the application to determine the match and equivalency of competency(s) held. If the match is identical, CT is granted and fees adjusted.

8.6   If the unit is superseded and not equivalent as per the qualification package, the application is to be forwarded to the relevant Head of Faculty to determine if CT can be granted. The student will be advised of the outcome (refer to Training and Assessment Procedure (PRO_TA_TA1)).

8.7   Students that can CT units in their first Unit of Study period and therefore complete earlier than the set date are able to commence their next Unit of Study.

8.8   Where a student has knowledge, skills and experience that may be considered for Recognition of Prior Learning (RPL), the student is emailed the RPL Application Form or a link to an online RPL Eligibility Application. The student is responsible for completing the application, collecting the evidence to support their application and emailing this to info@australiscollege.edu.au before enrolment.

8.9   A preliminary review of the evidence is conducted to determine if the student has grounds for RPL. Student Services will advise the Course Consultant of possible re-adjustment of fees if the RPL is granted. Course Consultants will provide this quote to the student.

8.10   There are some instances where RPL will not be granted to a unit of competency Australis College has on scope. These include units of competency relating to Work Health and Safety legislation or in some cases where the unit of competency leads to a licensed outcome or is restricted by industry requirements. *E.g. Only 50% of the financial planning diploma under ASIC can be RPL'd.*

8.11   RPL is awarded if the evidence supplied meets the requirements of the relevant Training Package, meets workplace and regulatory requirements and evidence is supplied and matched with criteria for each unit of competency in the relevant Training Package. The Trainer/Assessor must check evidence for validity and will contact the student for further evidence or questioning.

8.12   When RPL is awarded, the evidence and decision will be documented in the Student Management System and emailed to the Student Service team to finalise the enrolment, adjust unit outcomes and confirm the adjustment in tuition fees.

8.13   Australis College assessment processes will ensure that the delivery and outcome of a Credit Transfer or Recognition of Prior Learning application is timely, fair and transparent in accordance with Australis College Access and Equity Policy (POL_TA_AE1), and the Standards for Registered Training Organisations (RTOs) 2015.

9.   TRANSITIONING OF QUALIFICATIONS/UNITS OF COMPETENCY

9.1   It is the responsibility of Australis College to manage the transition from superseded Training Packages and accredited courses within twelve (12) months of their publication on the National Register; or as required or stipulated by the National Regulator so that it delivers only currently endorsed Training Packages or accredited courses.

9.2   When notified by the National Regulator of changes to Training Packages or a unit of competency on scope, Australis College will determine whether the new training product is equivalent to the existing training product. Non-equivalent training products will require Australis College to apply for these products to be added to their scope of registration.

9.3   In the instance where a Training Package is superseded, Australis College will complete the delivery of training and assessment, and issue AQF certification, or transfer students to a replacement qualification within one (1) year of the notification on the National Training Register (refer to Transitioning of Qualifications Procedure (PRO_TA_TA7)). The College will follow any direction provided by the National Regulator in regards to extended transition periods.

9.4   In the instance that a Training Package is removed or deleted from the National Training Register, the College will complete the delivery of training and assessment, and issue AQF certification within two (2) years from the removal date. In some instances ASQA may grant longer transition timeframes specific to a qualification however this is at their discretion only and not the general rule.

9.5   Where a unit of competency or accredited short course is no longer current and is not superseded with a replacement, AQF certification must be issued within one (1) year from the date published on the National Training Register. In some instances the ASQA may grant longer timeframes specific to a unit of competency however this is a case by case basis only and not the general rule.

9.6 Students must not be enrolled into any Training Package that has been removed or deleted from the National Training Register.

*Please note this does not apply to a Training Package that includes a superseded unit of competency.

10. RETENTION REQUIREMENTS

10.1 Australis College will retain and record student assessment items including CT and RPL applications/decisions for at least six (6) months after the competency decision was made. For students enrolling into a course under a Queensland funding initiative, assessment documents must be retained for six (6) years from the end of the term.

10.2 Where it is not possible to save the student's work, an Assessor must record completed marking guide and criteria material to demonstrate the judgment of the student's performance against the standard required.

11. COMMUNICATION, TRAINING AND RECORDKEEPING

11.1 *For internal use only* - refer to the Communication, Training and Recordkeeping Procedure (PRO_SM6).

12. ABBREVIATIONS

12.1 ASQA –Australian Skills Quality Authority.

12.2 CT – Credit Transfer.

12.3 RPL – Recognition of Prior Learning.

12.4 AQF – Australian Qualifications Framework.

13. REFERENCES/SUPPORTING DOCUMENTS/DEFINITIONS

13.1 **Scope of registration** – courses and qualifications that are registered to Australis College to issue AQF certification as per www.training.gov.au.

13.2 **Moderation** is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

13.3 **Validation** is a quality review process that confirms your RTO's assessment system can consistently produce valid assessment judgements. It involves checking that the assessment tool produces 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 or accredited course are being met. It includes reviewing a statistically valid sample and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

13.4 **Transitioning of training products.** Qualifications and Training Packages that have been superseded by a current version.

13.5 <u>**Reasonable Adjustment.**</u> Relates to a measure or action taken by an education provider to assist a learner with a disability (Definition from Disability Discrimination Act 1992).

13.6 <u>**Credit Transfer (CT).**</u> Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. http://www.aqf.edu.au/.

13.7 <u>**Recognition of Prior Learning (RPL).**</u> Assessment process that assesses an individual's formal, non-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 VET qualification.

13.8 <u>**Training and Assessment Strategies.**</u> Outlines the framework that guides the learning, training and assessment requirements.

13.9 <u>**Access and Equity.**</u> That learning, training and assessment is conducted in a fair, equitable and safe manner according to relevant legislation.

13.10 <u>**Assessment and Assessment requirements.**</u> The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

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

13.12 <u>**Summative.**</u> Summative assessment tends to occur at the end of a unit or module to determine whether the student has satisfied the requirements specified within the learning outcomes/units of competency. It is therefore used to certify or recognise candidate achievement against the unit of competency.

13.13 <u>**Formative.**</u> Formative assessment produces evidence that is concerned with how and where improvements in learning and competency acquisition are required. Formative assessment takes place at regular intervals before and during training with progressive feedback to improve competency.

13.14 <u>**Continuous Improvement.**</u> Ongoing process to systematically review and improve learning and assessment methods at Australis College.

13.15 <u>**Industry Engagement.**</u> Consultation with the bodies that have a stake in RTO training, assessment and client services. Includes industry skills councils, industry organisations, industry advisory bodies, unions, specific enterprise and licensing bodies.

13.16 <u>**Principles of Assessment.**</u>

- **Fairness.** The individual learner needs are considered in the assessment process.

    - Where appropriate, reasonable adjustments are applied by the RTO to take into account the learners needs.

    - The RTO informs the learner about the assessment process and provides the learner the opportunity to challenge the result of the assessment and be reassessed if necessary.

- **Flexibility.** Assessment is flexible to the individual learner by:

    - Reflecting the learner's needs

- Assessing competencies held by the learner 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.

  - **Validity.** Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity 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 demonstrate that a learner could demonstrate these skills and knowledge in other similar situations; and

    - Judgement of competency is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

  - **Reliability.** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting.

13.17 **Rules of Evidence.**

- **Validity.** The assessor is assured that the learner 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 enables a judgement to be made of a learner's comp

- **Authenticity.** The assessor is assured that the evidence presented for assessment is the learner's own work.

- **Currency.** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present of very recent past.

13.18 **Trainers/Assessors** at the College must hold a TAE40110 Certificate IV in Training in Assessment (or its successor)/diploma or higher level qualification in adult education or TAESS00001 Assessor Skill Set (or its successor).

13.18.1 **Experienced Trainers/Assessors** have worked as a Trainer/Assessor for six (6) or more months at Australis College.

13.18.2 **Inexperienced Trainer/Assessor** have worked for less than six (6) months at the College.

13.19 Student Handbook australiscollege.edu.au/students.

13.20 National Register training.gov.au.

13.21 Training and Assessment Procedure (PRO_TA_TA1).

13.22 Transitioning of Qualifications Procedure (PRO_TA_TA7).

13.23 Trainers and/or Assessors Profile (TAP).

13.24 TAP Appendix.

APPROVAL AND AUTHORISATION

Completion of the following signature blocks signifies who is responsible for the creation, implementation, review and approval of this policy.

	Name	**Job title**	**Date**
Prepared by	Sharleen Ejlertsen	Quality Officer	15/12/2014
Owned by	Byron Gray	General Manager of Faculties	16/01/2017
Approved by	Andrew Hetherington	Managing Director	15/12/2014

SUMMARY OF REVISIONS

Australis College is committed to maintaining systematic control over its documentation. This includes the accurate recording of amendments and versions of documents through the Version Control Register SmartSheet.

This policy document will be reviewed two (2) years from its effective date or sooner as required.

Date	**Name**	**Job Title**	**Version Number**
15/12/2014	Sharleen Ejlertsen	Quality Officer	V1.0
27/04/2015	Sharleen Ejlertsen	Quality Officer	V2.0
03/06/2015	Sharleen Ejlertsen	Quality Officer	V2.1
28/09/2015	Sharleen Ejlertsen	Quality Officer	V3.0
12/04/2016	Sharleen Ejlertsen	Quality Officer	V3.1
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02/02/2017	Sharleen Ejlertsen	Quality Officer	V4.0