

Responsible officer	Head of Studies Trainers and Assessors
Compliance	<p>Clause 1.1 The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirement for each unit of competency or module in which they are enrolled. Clause 1.2 For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to: a) The existing skills, knowledge and the experience of the learner b) The mode of delivery; and c) Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification</p> <p>Clause 1.3 The RTO has, for all of its scope of registration and consistent with its training and assessment strategies, sufficient:</p> <ul style="list-style-type: none"> a) Trainers and assessors to deliver the training and assessment; b) Educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment; c) Learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and d) Facilities, whether physical or virtual and equipment to accommodate and support the number of learners undertaking the training and assessment. <p>Clause 1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.</p>

1. Scope:

The purpose of this policy and procedure is to outline the approach taken by ATI to deliver high quality training and assessment to its students.

2. Purpose

This policy aligns closely to Standard 1 from the Standards for RTOs and ensures the strategies and practices used in relation to training and assessment are responsive to industry and student needs and meet the requirements of the qualifications and courses provided.

Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO’s registering body

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the RTO.

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

- Task Skills The skills needed to perform a task at an acceptable level. They include knowledge and practical skills, and these are usually described in the performance criteria.
- Task Management Skills These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
- Contingency Skills The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
- Job Role/Environment Skills The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
- Transfer Skills The ability to transfer skills and knowledge to new situations and contexts.

Principles of Assessment

<p>Fairness</p>	<ul style="list-style-type: none"> – The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. – The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
<p>Flexibility Assessment is flexible to the individual learner by:</p>	<ul style="list-style-type: none"> – reflecting the learner’s needs; – assessing competencies held by the learner no matter how or where they have been acquired; and

	<ul style="list-style-type: none"> – 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.	<ul style="list-style-type: none"> – 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 learner could demonstrate these skills and knowledge in other similar situations; and – judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<ul style="list-style-type: none"> – Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

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 competency.
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 or the very recent past.

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be ‘reasonable’ in that it must not impose unjustifiable hardship on the person or the RTO.

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements

specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015¹.

3. Policy

3.1 Delivery of quality training

- ATI provides quality training to its students for all Courses. This means:
 - Providing an appropriate amount of training for each Course to ensure effective outcomes for students in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
 - Providing suitable educational and support services sufficient to meet the numbers of students enrolled with the RTO.
 - Providing training resources that are accessible to students regardless of their location or mode of delivery.
 - Ensuring there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO's *Trainers and Assessors Recruitment Policy*, who are able to deliver the Courses on the RTO's scope to the number of students enrolled with the RTO.
 - Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

3.2 Training and Assessment Strategies and Industry consultation

- In line with ATI's *Course Development and Review Policy and Procedure*:
 - ATI engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
 - A comprehensive *Training and Assessment Strategy* is developed and implemented for each Course on ATI's Scope of Registration. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
 - Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.

¹ Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

- Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the road-map to the delivery of each course, in conjunction with ATI's policies and procedures.
- Trainers and assessors are provided with the *Training and Assessment Strategy* for each Course they train and/or assess to ensure consistency and compliance with the requirements

3.3 Suitable and sufficient resources

- ATI ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified. For further information refer to the *Course Development and Review Policy and Procedure*.

3.4 Assessment principles

- ATI has an assessment system that ensures assessment:
 - Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
 - Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
 - Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
 - Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
 - Considers' the students' dimensions of competency when making all assessment decisions.
- To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- ATI has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation and Moderation Policy and Assessment Validation and Moderation Procedure* for further information.

3.5 Assessment documentation

- Assessment documentation has been developed for all units of competency or modules in each Course. These documents include:
 - Detailed instructions to the student about the tasks they must complete
 - Benchmark answers and decision-making rules for the assessor

- Recording tools for the assessor
- Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module.

3.6 Submission, feedback and re-assessment

- Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.
- Written and theoretical tasks will be assessed within 2 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

3.7 Assessment appeals

- Students have the right to make an appeal against an assessment decision by following the *Complaints and Appeals Policy and Procedure*.

3.8 Recognition of Prior Learning (RPL)

- Recognition of Prior Learning is available for all Courses and all students are offered the opportunity to participate in RPL upon enrolment.
- A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant.

3.9 Student plagiarism, cheating and collusion

- Students are expected to complete all assessments ethically: without plagiarism, collusion or cheating. Any students suspected of unethical behavior will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts may be asked to withdraw from the course.

3.10 Arrangements with third parties to deliver training and assessment

- Any third-party delivering training and assessment services on behalf of ATI are required to deliver them in line with ATI's policies and procedures. Refer to the *Third-Party Agreements Policy and Procedure* for further detail.

3.11 Record keeping

- ATI will comply with the requirements of ASQA’s General Direction: *Retention requirements for completed assessment requirements* available at <http://www.asqa.gov.au/news-and-media/retention-requirements-for-completed-student-assessment-items.html>. This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

3.12 Feedback and improvements

ATI collects feedback about its training and assessment practices and systems from students, trainers/assessors and industry. Feedback will be collected regularly, collated and analysed in order to bring about effective improvements.

Relevant Policies and Forms

- Course development Review policy & Procedure
- Assessment Validation and Moderation Procedures
- Assessment Procedure
- Assessment Coversheet
- Pre-Release Assessment Validation Report
- Post-Release Assessment Validation Report

Version dates	Policy Version approved 1 2014 / Policy Version 2 approved 16 November 2017/ Version 2.1 approved 10 October 2018
Version History	V 2.1 minor updates – changed into new format, text, new role titles, updated with RTO standards 2015, added risk rating, relevant policies and forms
Review date	Version 2.1 will be reviewed as policies are updated
Approved by	CEO Head of Studies
Relevant to	All staff; trainers and assessors; students

Risk Rating (the rating will be highlighted bold)
5- High Risk
4- Medium Risk
3-Medium to low risk
2- Low Risk
1-Very Low Risk or N/A