Responsible officer	Head of Studies Trainers and Assessors
Compliance	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 Clause 1.3 The RTO has, for all of its scope of registration and consistent with its training and assessment strategies, sufficient: 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. Clause 1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.

1. Scope:

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

2. Purpose

This procedure 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.

3. Procedures

1. Class preparation and delivery

Refer: SRTOs: Clause 1.3 and 1.7

Procedure	Responsibility
A. Session plans and supporting materials • Sessions are to be delivered using the approved session plan for the topic/ unit / module. • Session plans are a summary of the content and activities to be covered in each session and refer the trainer to relevant parts of learning and assessment materials to be covered. • They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan. • Session plans ensure that what should be covered in a session is covered. Trainers are able to adjust session content to suit the needs of the group where required. • Trainers should provide feedback for improvement to session content and materials.	Trainer/Assessor
B. Session delivery • All sessions are to be delivered according to the approved session plans. • The trainer should set up the class-room to suit the requirements of the session. • All students should sign the *Attendance Roll.* • The trainer should ensure all details on the roll are correct and all students have signed, and then sign it at the bottom. • Trainers should collect session feedback as required according to the *Quality Assurance Procedures* on Feedback and Surveys. • Students may require individual support during, before and after classes. This should be documented accordingly • The completed attendance roll should be provided to the head office for data entry within one week.	Trainer/Assessor
C. Simulated workplace environments • Simulated workplace environments to be used in class should be set up to accurately reflect a real working environment as closely as possible. • Information on how this is to be set up should be outlined in the TAS. • Simulated environments should be used during training so that students have the opportunity to practice skills using appropriate facilities and equipment that might normally be used in a workplace.	Trainer/Assessor

Procedure	Responsibility
• Assessments may occur in a simulated environment where outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course.	

2. Student support

Refer:

- SRTOs: Clause 1.7 of Standard 1

Procedure	Responsibility
A. Assessing individual needs • Application for Enrolment Forms are to be reviewed to identify if the student has indicated they require any additional support on the form. • Individual needs may also be identified verbally during initial enquiry, entry /pre-training interviews or other. • Where individual support needs have been identified this to be referred to the Head of Studies or Trainer. • The Head of Studies or Trainer.will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers. • A student may not be offered a place for enrolment if the RTO is not able to support the student in the course. • An LLN assessment may be conducted to identify the level of support required. (Only leave this in if routine LLN assessments are not part of the enrolment process.)	Head of Studies or Trainer.
B. Language, literacy and numeracy assessments • Students will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered. • The outcome will be used to identify the current level of LLN skills the student has, and the support required for the course. An individual support plan may be developed to outline the support required for the student.	Training Administrator
C. Individual support plans • For students that have had individual support requirements identified, an Individual Support Plan will be developed which will outline the strategies	Head of Studies and Trainer.

Procedure	Responsibility
used to provide the student with additional support over and above what is normally offered in the course. • This may include: – Additional one-on-one support from the trainer/assessor. – Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor. – Adjustments to the way training resources are accessed or provided. – Adjustments to the way assessments are to be conducted or extra time for assessments. – Additional online support – Linking with additional resources in the community	
D. Orientation Head of Studies provides an orientation on the first day of the course to international students about adjusting to life and study. The orientation will include as a minimum the following information: – Support services within ATI available including services to assist students to meet course progress and attendance requirements Include details of services that can be provided e.g. one to one support from trainer, study groups, – Welfare-related support services (no cost and where the student is referred to an external service, there is no cost for the referral), including that these services are provided at no cost Include detail as access to a counsellor contracted by organisation, referral to external services – list services. . – Contact details for ATI's point of contact for support – Details of legal services that students may access – Information about and contact details for emergency and health services – Facilities and resources available on campus – Complaints and appeals processes; and – Information on visa conditions relating to course progress and attendance. • Remind students that the information provided at orientation is included in the Student Handbook. • Where a student commences their course after the first day of orientation, provide the student with a one to one orientation.	Head of Studies Trainer Training Administrator
E. Ongoing support	Training Administrator

Procedure	Responsibility
• Provide ongoing support services to students as required and as per the services indicated in the orientation. • Update details of support staff if contact details change.	

3. Reasonable adjustments

Refer SRTOs: Clause 1.7 and 1.8

Procedure	Responsibility
A. Making Reasonable Adjustments • Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else. • Assessors can refer to this guide for further information about how and when to make reasonable adjustments http://vetinfonet.dtwd.wa.gov.au/Resourcesandlinks/Documents/Publications/7_Reasonable_Adjustment_2nd_ED.pdf • When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the Disability Standards for Education 2005. https://education.gov.au/disability-standards-education • Where a reasonable adjustment is made to assessment, this should be documented in the *Assessment Record Tool.*	Trainer/Assessor

4. Conducting assessments

Refer SRTOs: Clauses 1.7 and 1.8

Procedure	Responsibility
A. Preparing for assessment • Requirements of assessment for each unit are outlined for the student in the Student Assessment Tasks Booklet and instructions are provided for assessors in the relevant Assessor Marking Guide. • Ensure students are advised of the assessment requirements at the start of the unit and they show their agreement by signing the Assessment Plan. • Ensure students are advised of relevant due dates for each assessment task if applicable. • Reasonable Adjustments required should be recorded on the plan where relevant.	Trainer/Assessor
B. Assess written work and provide feedback	Trainer/Assessor

Procedure	Responsibility
• Each written Assessment Task should be submitted by the student with a signed and completed Assessment Task Cover Sheet. Students can use the one cover sheet to submit multiple tasks. • Tasks can be submitted by submitting them online or providing them to the trainer/assessor at class. • Students should be advised to keep a copy of their written work as it will not be returned to them and they are responsible for providing a new copy if an assessment goes missing in the post. • Submitted assessment tasks should be assessed within 4 weeks of it being received. • Provide students with detailed written feedback on the Assessment Task Cover Sheet. A copy of the cover sheet will be kept on the student's file with the assessment tasks, and the original cover sheet will be returned to the student. • Assessors may use additional verbal questioning to fill gaps in written tasks where they deem it necessary to determine competence. This will be recorded in the Assessment Record Tool.	
C. Assess practical tasks • Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the relevant Student *Assessment Task Booklet*. • A student should be given a verbal summary of the feedback and asked to sign the *Cover sheet* to confirm they have received their outcome.	Trainer/Assessor
D. Recording outcomes • Record the outcome of the assessment task on the *Assessment Cover sheet.* • Each task should be given an outcome of either Satisfactory or Not Satisfactory. • A student will receive a Competent outcome once all the tasks for a unit have received a Satisfactory outcome. • A Not Yet Competent outcome will be recorded against a unit where either: – All tasks have been assessed and some or all have been marked as Not Satisfactory, or – Only some tasks have been submitted even if they have all been marked as Satisfactory.	Trainer/Assessor
E. Re-submission • Students have up to three attempts per assessment task to achieve a Satisfactory outcome.	Trainer/Assessor

Procedure	Responsibility
• Resubmission outcomes should follow the same process for feedback and recording as outlined above. • If a student has attempted a task three times but hasn't achieved a Satisfactory outcome after the third attempt, the student must re-enrol in the unit or module and undertake further	

5. Recognition of Prior Learning

Refer SRTOs: Clause 1.12 of Standard 1

Procedure	Responsibility
A. Student applies for RPL • A student may indicate they wish to apply for RPL at any stage during the enquiry or enrolment process. • Determine initial suitability for RPL based on experience in industry and previous training, overseas qualifications etc. • If considered suitable for RPL, the student is to be sent a *Candidate Kit.* This will allow the student to make an initial self-assessment of their skills and knowledge and identify any evidence they may be able to provide of their skills. • Students who express an interest in RPL but who, based on their experience and initial discussion with ATI, are not considered to likely be suitable for RPL may still go through the self-assessment process. • The student completes an initial self-assessment against the units/qualification they are seeking RPL for. This self-assessment process will help them decide whether RPL is a suitable pathway. Further guidance about how to use the self-assessment is outlined in the RPL Candidate Kit. During this phase, the student may also wish to discuss the process with a Trainer/Assessor who will be made available to them by ATI. • The student should then return the completed self-assessment along with the *RPL Application Form.*	Student/ RPL Candidate
B. RPL Application is reviewed • The application will be reviewed to determine whether the self-assessment and evidence listed by the student demonstrates suitability for RPL for the units applied for. • If suitable, the Assessor contacts the student to make arrangements for first interview. • The Assessor may request further information from the Student at this stage.	Assessor
C. Conduct initial interview	Assessor and Student

Procedure	Responsibility
• The assessor will review the information supplied by the student for each unit of competency. • The assessor will use the interview as a time to make a preliminary judgment about the student's skills and knowledge against each unit. The Assessor will ask a range of questions to identify the student's broad level of competency. This interview is called the 'Competency Conversation' and findings and observations are recorded in the *RPL Assessors Kit.* • During this conversation the Assessor and student will decide on which units RPL should be continued for and work out a plan for the evidence to be collected by the student prior to next meeting. • The student completes an Enrolment Form at this stage if continuing with RPL process.	
D. Contact professional referees • The professional referees should be contacted to confirm the student's skills, work experience and knowledge. • Records of the conversations are to be kept in the appropriate section in the *RPL Assessors Kit.* • The assessor may require that the student provides further information or evidence in relation to the conversations held with the referees.	Assessor
E. Conduct further interviews and practical assessments • Further interviews are conducted with the student to cover the questions in the RPL Assessors Kit. • Practical assessments are made in the workplace to assess on-the-job skills. • Student provides further evidence to support their history and experience. • The student has the Third Party Kit completed as part of their evidence where possible. • A decision about whether RPL will be granted for each unit is made and recorded in the RPL Assessor's Kit. • Arrangements for gap training are made if required.	Assessor
F. Gather feedback • Feedback is collected from each RPL candidate using the *RPL Candidate Feedback Survey* to be collected in line with the *Feedback Procedures*.	Assessor

6. Plagiarism, cheating and collusion

Refer SRTOs: Clause 1.8

Procedure	Responsibility
A. Dealing with academic misconduct • Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Head of Studies along with reasons for allegation. Reasons may include: – Similarity between student responses – Use of un-referenced source materials – Copying of other students work – Copy of material from the internet or textbooks • The Head of Studies and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation. • The Head of Studies and Trainer/Assessor will then make a decision about the steps to be taken. This may include: – Requiring the student to resubmit the assessment – Using an alternative form of assessment to determine the student's understanding – Add others as applicable • Where a student has repeated serious allegations of academic misconduct they may be given special or altered conditions for their assessment task or in serious cases they may be asked to withdraw from the course.	Head of Studies Trainer

7. Records of assessment

Refer SRTOs: Clause 1.8

Procedure	Responsibility
A. Keep records of assessment • Records of assessment, including all assessment tools, completed tasks and assessment evidence for a unit, will be kept for a period of at least six (6) months from the time the judgement of competence was made. • Records will be kept securely	Training Administrator

Relevant Policies and Forms

- Course development Review policy & Procedure
- Assessment Validation and Moderation Procedures
- Assessment Policy
- 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