POLICY AND PROCEDURE

Assessment		
Version 2.2	Issued on **01/07/2023**	Review by **01/07/2024**
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Refer to the following Legislative Frameworks

Standards for Registered Training Organisations 2015	Clause 1.1 to Clause 1.27

Related Documents (Internal)

5 Year-Systematic Validation Plan and Schedule
Australian International Institute of Technology Trainer and Assessor (Handbook Undertaking Assessment)
Industry Engagement (Checklist)
Policy and Procedure: Credit Transfer Exemptions
Policy and Procedure: Industry Engagement
Policy and Procedure: Language, Literacy and Numeracy
Policy and Procedure: Monitoring Course Progress
Policy and Procedure: Plagiarism, Collusion and Cheating
Policy and Procedure: Recognition of Prior Learning
Policy and Procedure: Student Survey's
Policy and Procedure: Training and Assessment Strategies and Practices
Policy and Procedure: Transition Arrangements
Policy and Procedure: Quality Assurance and Continuous Improvement
Policy and Procedure: Validation
Recognition of Prior Learning Skills Recognition Kits as per registered scope
Training and Assessment Strategy (TAS) and Practices documents as per registered scope
Transition Arrangements (Checklist)
Transition Arrangements (Scheduling Tool)
Trainer and Assessor Report (Template)
Register (Continuous Improvement)
Register (Industry Engagement and Schedule)
Register (Systematic Validation and Schedule)
Register (Training Products Continuous Improvement)
Register (Trainer and Assessors)
Validation Tool (Checklist)

Related Documents (External)

ASQA - Guide to Developing Assessment Tools
ASQA's General Direction: Transition and teach out.
ASQA's Fact Sheet on Conducting Validation
NCVER Glossary of VET
Table 1 - Australian Qualifications Framework volume of learning
Table 1.8-1: Principles of assessment
Table 1.8-2: Rules of evidence

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1. Purpose

Australian International Institute of Technology is committed to the provision of high-quality vocational education and training through the development of pedagogically sound, transparent, equitable and compliant assessment practices.

This policy and procedure outlines Australian International Institute of Technology's assessment practices and ensures that they are consistent with the guidelines and policies issued through the National VET Regulator and the assessment requirements and assessment conditions contained within the relevant National Training Framework.

2. Scope

This policy and procedure are applied to all Australian International Institute of Technology's training products, qualifications, skill-sets and accredited courses listed as per the registered scopes and relates to all employees and third parties engaged or involved in the instructional design, consultation, delivering, assessing, validating, moderation, of these programs, including recognition of prior learning.

3. Definitions

Assessment - the process of gathering and judging evidence to decide whether a person has achieved a standard or objective.

Assessment Validation - a process where assessors collaborate to compare and evaluate their assessment methods, tools, procedures, and decisions against relevant competency standards to ensure quality and consistency in the assessment event.

Competency Based Assessment (CBA) - the gathering and judging of evidence to decide whether a person has achieved a standard of competence.

Equitable - the assessment process and assessment judgements are fair and impartial, with provision for reasonable adjustments to be made for students with special needs, who are disabled or face unforeseen circumstances.

Evaluation - the process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria. In vocational education and training, may be applied to organisations, programs, policies, courses, etc.

Moderation - the process of establishing comparability of standards of student performance across different courses, institutions, or organisations, to ensure that assessment is valid, reliable, and fair.

National Training Framework - the component parts of the vocational education and training (VET) system - national competency standards, national qualifications, and national assessment guidelines - and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. The National Training Framework has been replaced by the National Skills Framework.

National VET Regulator - responsible for the registration and audit of registered training organisations (RTOs), and accreditation of courses in the vocational education and training (VET) sector. The Australian Skills Quality Authority (ASQA) is the national regulator for VET in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia, and Tasmania. It is also responsible for managing the registration of some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction.

Transparent - prior to the conduct of assessments, the relevant students are made aware of the assessment task requirements, marking criteria and eligibility. Unambiguous review procedures are published, including the responsibilities of employees and students.

UOC - Units of Competency are the nationally agreed statements of the skills and knowledge required for effective performance in a job or job function. They identify the skills and knowledge, as outcomes that contribute to the whole job function. Units of competency are an endorsed component of training packages.

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Validation - a process for confirming the correctness or soundness of information or findings. In quality assurance, an external process of verifying that an organisation satisfies the criteria for quality endorsement.

Volume of Learning - is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for an AQF qualification type. It is expressed in equivalent full-time years.

4. Assessment

Australian International Institute of Technology's recognise that assessment is the core service offered to our students and is at the centre of our operations as a Registered Training Organisation (RTO). Quality assessment ensures that the skills and knowledge of student are assessed using four (4) principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competence drawn from Training Packages or Qualifications.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment process and assessment tasks.
- That assessment is conducted in accordance with the *principles of assessment*.
- That evidence is gathered that meets *the rules of evidence.*

4.2 Assessment Requirements

Each unit of competency contains assessment requirements grouped into three (3) areas:

- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

4.3 Performance Evidence and Knowledge Evidence

Performance evidence and *knowledge evidence* describe what a student must demonstrate in order to be considered competent.

4.4 Assessment Conditions

Assessment Conditions describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. Australian International Institute of Technology recognises the importance of establishing the right context and assessment conditions for students during their assessment. It is Australian International Institute of Technology's responsibility to ensure that students are provided with the right context and assessment conditions to undertake their assessment tasks

To achieve this, we will apply the following strategies

- Incorporation of the student's own workplace policies and procedures into the assessment scenario or task
- Conduct of the assessment in the student's workplace performing real workplace tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment process
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to some units of competency.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within Australian International Institute of Technology

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4.5 Principles of Assessment

In the delivery and assessment Australian International Institute of Technology applies the *principles of assessment*. Training and Assessment strategies and practices have been designed to ensure:

- Validity - Australian International Institute of Technology will conduct assessment against the broad range of performance evidence, knowledge evidence and the assessment conditions identified within each unit of competency.
- Reliability - Australian International Institute of Technology will seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the learner and for assessors.

  - Australian International Institute of Technology achieve this by engaging assessors who have the required competencies in assessment and the relevant vocational competencies.
  - Australian International Institute of Technology's assessment system also provides for standardised outcomes supported by model answers to guide assessors in their judgements.
  - Reliability is also supported by the moderation, internal and external, and validation of assessment judgements.

- Flexibility - Australian International Institute of Technology strive to provide assessment opportunities that reflect a learner's needs. Australian International Institute of Technology's training and assessment strategies and practices documents provide for recognition of a learner's current competence, employ a range of methods appropriate to the context of the industry, the learning outcome, and the student.
- Fairness - Australian International Institute of Technology's assessment approach encourages fairness in assessment through consideration of the learner's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a learner to ensure that the learner is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

4.6 Rules of Evidence

The process of gathering evidence to be used in the judgement can be varied, ranging from evidence derived from workplaces or realistic simulations, observations made by assessors.

It is in gathering the evidence that 'reasonable adjustments' can be safely made. If there is a reasonable adjustment that does not compromise the competency standard it is a requirement that this alternative assessment be made available to a student with an individual learning plan in place, if there is no reasonable adjustment that would not compromise the competency standard, it is not unlawful to deny the student an alternative assessment.

Guidance to assessors on what reasonable adjustment can be made for an assessment is provided in the Trainer Guides for the units.

In collecting evidence, Australian International Institute of Technology applies *the rules of evidence* to inform the assessment practices and the assessment strategy. Training and Assessment strategies and practices have been designed to ensure:

- Sufficiency - Australian International Institute of Technology prioritise the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
- Validity - Australian International Institute of Technology collect evidence that is specified in the benchmarks for assessment e.g. industry evidence and detailed assessment including performance evidence and knowledge evidence.
- Authenticity - Australian International Institute of Technology seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the learner's own work.

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- Where documentary evidence is relied on it must be certified or supported by two (2) other forms of evidence which demonstrate the same skill or knowledge (triangulation).
- In all instances, where work is submitted external to Australian International Institute of Technology (i.e. Learning Management System - Moodle) is to include a completed cover sheet that the student certifies the work and submission as their own.

- Currency - Australian International Institute of Technology must be satisfied that the learner currently holds the skills and knowledge relating to an assessment task. This will mostly relate to recognition applications where a learner has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. Australian International Institute of Technology will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

4.7 Reasonable Adjustment

Australian International Institute of Technology works to ensure that students with recognized disadvantages can access and participate in education and training on the same basis as other students. Disadvantages may be based, for example, upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy or digital literacy issues.

Where pre-training interviews and assessments reveal that a student may require special support or where, after enrolment, it is made apparent that the student requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of the student.

An adjustment is reasonable if it can accommodate the student's particular needs, while also taking into account factors such as the student's views, the potential effect of the adjustment on the student and others and the costs and benefits of making the adjustment.

Any adjustments made must:

- Be discussed, agreed and documented in the assessment record
- Benefit the student.
- Maintain the integrity of the competency standards and course requirements as stipulated in the training package.
- Be reasonable to expect in a workplace.

Reasonable adjustment may consist of:

- Providing additional time for students to complete learning and assessment tasks.
- Presenting questions orally for students with literacy issues.
- Asking questions in a relevant practical context.
- Using large print material.
- Extending the course duration.
- Presenting work instructions in diagrammatic or pictorial form instead of words and sentences.

4.8 Assessment System

Australian International Institute of Technology has endorsed assessment tools, for each unit of competency on scope, which support the assessment process. Australian International Institute of Technology is satisfied that the assessment tools developed for assessment fit with the requirements of the target cohort, target industry and/or enterprise requirements.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training package, qualification, accredited course, skill set, unit of competency *rules of evidence* and *the principles of assessment* include:

- Direct observation
- Product-based methods

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- Portfolios
- Questioning
- Third-party evidence

The list of assessment tools (above) identifies only a small number of assessment tools which are approved for use at Australian International Institute of Technology. These are however the more common assessment tools and support holistic assessment methods favoured by Australian International Institute of Technology.

4.9 Assessment Arrangements

Assessment will occur through a variety of methods, including projects and case study scenarios incorporating reports, role-plays and demonstrations, short answer questions, verbal questioning, and research. Assessment conditions will ensure a simulated workplace environment are provided when relevant. Assessment Tasks:

- Are completed **individually**
- Follow the Assessment Conditions as prescribed in the National Register for each unit of competency
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Where possible reflect real life industry specific work scenarios, tasks, or situations.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are performed to industry safety requirements as relevant and appropriate.
- Utilise authentic and current workplace documentation including policy and procedures.
- May require students to work with others as part of a team.
- Require students to prepare, plan and prioritise competing work tasks within industry standard timeframes
- Involve the use of standard workplace equipment, systems, and technology such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

4.10 Assessment Information (Trainer and Student Guides)

Australian International Institute of Technology's Assessment System comprises the following resources and materials:

- **Student Guide and Assessment Workbook** - There is one for each unit of competency that includes instructions to students about each of their assessments. It also includes the assessment plan, the Assessment Task, required Resources list and where students can record the due dates of each task and an Assessment Task Cover Sheet that must be completed for each Assessment submission.

- **Assessor Guide** - There is one for each unit of competency that which includes the Assessment Tasks with benchmark answers or examples for each assessment, a Lesson Plan outline, required Resources list and the Unit of Competency Mapping as well as checklists in which the assessor is to record their assessment decisions and provide feedback

Note: Other documents specific to the workplace simulation task requirements are also included with the assessment tasks. These include document templates and simulated workplace policies and procedures and are described in the student an

4.11 Assessment Design and Development

The design and implementation of Australian International Institute of Technology's assessment system must consider the prescribed Training Package requirements, qualification rules, knowledge evidence, performance evidence, assessment conditions, foundation skills and the Australian Qualification's Framework (AQF) level for each unit of competency.

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The following principles must guide the design, development and assessment practices and judgements of assessment tasks:

- Assessment Tasks should be designed to facilitate the demonstration of a meaningful application of knowledge.
- The objective should be to provide diagnostic, timely and purposeful feedback, as well as judgments about academic performance to the point of assessment.
- Assessments must elicit a body of evidence that ascertains to what extent each student attains the prescribed learning outcomes at the correct level of Australian Qualifications Framework (AQF)
- Assessments must be developed in ways that optimise reliability and validity, considering potential diversity of students and mode of subject delivery.
- As far as practicable, Australian International Institute of Technology will ensure that appropriate reasonable adjustments and assistance is provided if requested.
- Assessments will include the details of each task, instructions, assessment criteria, marking guide/model answers and grading criteria (if applicable).
- The *principles of assessment* (validity, reliability, flexibility, and fairness) will guide the design of assessments.
- The *rules of evidence* (sufficiency, validity, authenticity, and currency) will guide the collection of evidence of students' work.
- All documentation related to the assessment process; in addition to all records of student participation, attendance and assessment outcomes must be retained for a period specified in the associated procedures, usually not less than **six (6) months**.
- Individuals designing, developing, and assessing assessments must be suitably qualified according to the regulatory requirements as specified in *the Standards for Registered Training Organisations 2015, Clause 1.13 to Clause 1.16.*
- Australian International Institute of Technology implements an assessment system that ensures assessments practices, assessment processes and assessment judgements (including *recognition of prior learning*):

  o comply with the assessment requirements of the relevant training package, qualification, accredited course, skill set or unit of competency
  o is conducted in accordance with the *Principles of Assessment* and *the Rules of Evidence* detailed in the *Standard for Registered Training Organisation (2015) Standard 1, Clauses 1.8 – 1.12*; and
  o are regularly reviewed (**quarterly**) and quality assured, incorporating contemporary practices **validated and moderated through internal and external industry consultations** assessor instructions as relevant.

4.12 Assessment Task Cover Sheet

All Assessment Task Cover Sheets must be filled out, signed, and submitted together with all completed assessment responses and supporting evidence. Incomplete Assessment Task Cover Sheets and supporting evidence will not be accepted by Administration incomplete.

The Assessment Task Cover Sheet will be returned to the student with the outcome of the assessment, which will be satisfactory (S) or Not satisfactory (NS) and contain feedback on performance.

4.13 Late Assessment Submissions

Assessment will not be accepted after **two (2) calendar weeks** from due date (including weekends).

No assessment task will be accepted after the conclusion of a completed Academic Term when the final assessment judgements and outcomes have been formally published and communicated.

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After the conclusion of an Academic term, the student will be deemed to have not successfully completed the unit of competency.

4.14 Submission of Digital Assessment Tasks

If Assessment Tasks are being submitted digitally, e.g. via the Learning Management System, each digital document must be in Word format and include the following information:

- Unit of Competency Code Identification Code
- Assessment Task Number
- Student ID Number
- Student Name (Name as per Passport, no nicknames)
- Date it was created

For example, *UOC Code Task 1 AIIT1009 Student Name DD.MM.YYYY*

4.15 Competency-Based Assessment (CBA) Outcomes

Each assessment task will be given an outcome of **either Satisfactory (S), Not Satisfactory (NS) or Did Not Submit (DNS).**

Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC).

The student can have a total of **three (3) attempts** to complete each task and achieve a 'Satisfactory' outcome. These additional attempts constitute the *Reassessment* process.

The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again). If, after the third attempt, the student is still assessed as Not Satisfactory for an Assessment task, they will need to re-enrol in the unit of competency

4.16 Academic Integrity

Australian International Institute of Technology requires that all students complete all assessments and provide assessment evidence ethically and without Academic Misconduct notably plagiarism, collusion, and cheating.

The Academic Manager and Trainer and Assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes plagiarism, collusion, and cheating and what will be the outcome if they undertake such practice.

Australian International Institute of Technology has the following definitions for plagiarism, collusion, and cheating:

- **Plagiarism** - plagiarism is the submission of somebody else's work as if it were the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all the submission this also constitutes plagiarism. If a student copies another student's work and passes this of as their own, then this is also a form of plagiarism and cheating.

  During Assessment students will read about ideas and gather information from many sources. When students use these ideas in Assessments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarizing. If students are including

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other peoples; work in submissions e.g. passages from books or websites, then reference, using the ***APA Referencing Style***, should be made to the source.

- **Collusion** - this is the presentation by a student of an assignment as his or her own which is the result of unauthorized collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

- **Cheating** - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devises during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Where it is found that plagiarism, collusion, and cheating has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct. For more information, refer to the *Plagiarism, Collusion and Cheating policy and procedure.*

4.17 Re-Assessment

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS).

Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC).

The student can have a total of **three (3)** attempts to complete each task and achieve a 'Satisfactory' outcome. The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again). If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enroll in the unit of competency.

4.18 Assessment Appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook.

Appeals will be dealt with following the Complaints and Appeals Procedure. For more information, refer to the *Complaints and Appeals policy and procedure.*

4.19 Systematic Validation Approach

Australian International Institute of Technology has a detailed and robust plan for, and implements, systematic validation of assessment practices and judgments.

4.19.1 '5 Year Systematic Validation Plan'

The Validation Plan ensures that each unit or module on our scope of registration is validated at least once every five (5) years, with at least 50% of all training products validated within the ***first three (3) years*** of each five-year cycle.

The Validation Plan includes:

- When Assessment Validation will occur
- Which training products will be the focus of the validation
- Type of Validation (Pre-Assessment, During Assessment or Post Assessment)
- Validation sample size (Minimum 10%)

Validation is conducted on a regular basis for each training product in alignment with the requirements of the *Standards for Registered Training Organisations 2015 (Clause 1.9 to Clause 1.11)*.

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Collectively, those involved in the validation process must have:

- Vocational competencies and current industry skills
- Current knowledge and skills in vocational teaching and learning
- The training and assessment qualification or assessor skill set

4.19.2 Conducting Validation

For each validation session, there will be a lead validator who will be assigned to lead and chair the process.

In conducting validation, Australian International Institute of Technology will validate a suitable sample size of assessments and will randomly select the student assessments to be validated in line with the guidance provided by *ASQA's Fact Sheet on Conducting Validation.*

Systematic Validation is conducted using the Australian International Institute of Technology *Validation Tool (Checklist)* that guides the validation team through the process and records outcomes.

4.19.3 Record Keeping and Improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to Australian International Institute of Technology training and assessment system and practices.

Validation plans and outcomes are recorded in the Validation Schedule and Validation Tool (Checklist). For more information, *refer to the following Training and Assessment and Practices, Quality Assurance and Continuous Improvement* and *Validation policy and procedures.*

4.20 Recognition of Prior Learning (RPL)

Participants who have obtained competencies other than via qualification or attainment from other RTO's are given the opportunity, before commencing to obtain exemptions and credits for those units of competency.

Students who are seeking recognition of prior learning will be provided with the assessment tools for each unit. They will complete the assessment tasks and/or provide evidence that relates to the assessment tasks.

Observations will be conducted in the student's workplace and/or within Australian International Institute of Technology to assess practical skills and/or generic skills such as communication skills.

The application is to be assessed by the qualified Trainer and Assessor and a decision made as to whether Recognition of Prior Learning (RPL) can be granted. For more information, refer to the *Recognition of Prior Learning (PRL) policy and procedure.*

4.21 Credit Transfer (CT) Exemptions

Students may apply for recognition of existing qualifications or skills, knowledge, and experience.

Australian International Institute of Technology accepts and provides credit to students for units of competency and/or skill sets (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF Certification documentation issued by any other RTO or AQF authorised issuing organisation
- Authenticated VET transcripts issued by the Registrar.
- Verified USI Transcript

If existing skills and competencies do not fully meet the requirements in this unit of competency, some further gap training and assessment may be required. If you are holding an equivalent unit, then you will be entitled to the credit transfer.

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Approved student credit exemptions may modify the duration of the students' course; all students will be advised of the expected duration that specifically applies to them. For more information, refer to the *Credit Transfer (CT) Exemptions policy and procedure*.

4.22 Industry Engagement

Consultation with external organisations and/or industry representatives will be undertaken by Australian International Institute of Technology to source and provide information about assessment requirements relevant to workplaces and industry needs. Regulatory requirements that relate to specific training packages, qualifications, accredited courses, skill sets, or units of competency will be incorporated to ensure our students are well prepared for their workplace duties.

Australian International Institute of Technology aims to engage with industry *bi-annually*, please refer to Australian International Institute of Technology's *Industry Engagement Register* and *Industry Engagement policy and procedure* for the comprehensive overview and systematic cyclic schedule.

4.23 Transition Arrangements

When there is a change to the Training Package that impacts on the Training and Assessment Strategy and Practices, the Academic Manager will notify all employees as soon as possible. Australian International Institute of Technology complies with ASQA's General Direction: *Transition and teach out.*

When there are changes to the Training Package, the Academic Manager and Senior Management team will review the changes made and create a plan to transition to the new training package requirements and cater for teach-out arrangements for students where required.

The progress of the transition and teach-out will be monitored by the Academic Manager and the Senior Management team.

Finally, all employees employed in Training and Assessment practices are subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package, qualification, or individual units of competency:

- Australian Skills Quality Authority (ASQA)
- National Register: https://training.gov.au/
- Skills Service Organisations (SSOs)
- PwC's Skills for Australia: https://www.skillsforaustralia.com/
- VETnet: https://vetnet.gov.au/
- Victorian Training Package Purchasing Guides: https://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx

For more information, refer to the *Transition Arrangements policy and procedure.*

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5. Engaging Skilled Trainers and Assessors

All Australian International Institute of Technology employees who conduct training and assessment must hold one of the following Training and Assessment Credentials.

5.1 Training and Assessment Credentials

Trainers and Assessors must hold:

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:

  o TAELLN411 (or its successor) or TAELLN401A, and
  o TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or

- a diploma or higher-level qualification in adult education.

Anyone who provides assessment only (i.e. does not deliver training) must hold the:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill Set, plus one of the following:

  o TAEASS502 Design and Develop Assessment Tools, or
  o TAEASS502A Design and Develop Assessment Tools, or
  o TAEASS502B Design and Develop Assessment Tools, or

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:

  o TAELLN411 (or its successor) or TAELLN401A
  o TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or

- a diploma or higher level qualification in adult education.

5.2 Vocational Competencies

Trainers and Assessors must hold a qualification at least to the level being delivered and assessed, preferable higher or have *extensive* experience that can be mapped to each Unit of Competency showing vocational competency. Where this is the case a Recognition of Prior Learning (RPL) process will be offered so that assessors will hold formal recognition of competency at least to the level being assessed.

5.3 Assessor Assessment Guidelines (Step 1 - Step 8)

1. The assessor prepares for assessment. The assessor is to:

- Establish the context and purpose of assessment and the evidence to be collected.
- Identify and analyse the units of competency and assessment strategy to identify the assessment conditions, performance evidence and knowledge evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

2. The assessor prepares the learner. The assessor meets with the learner to:

- Explain the context and purpose of the assessment and the assessment process.
- Explain the units of competency to be assessed and the evidence to be collected.
- Outline the assessment procedure and the preparation the student should undertake and answer any questions.

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- Assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes.
- Seek feedback regarding the student understanding of the units of competency, evidence requirements and assessment process; and
- Determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment.

3. The assessor plans and prepares the evidence-gathering process. The assessor must:

- Establish a plan for gathering sufficient quality evidence about the learner's consistent performance to make the assessment decision.
- Source or develop assessment materials to assist the evidence-gathering process.
- Organise equipment or resources required to support the evidence-gathering process; and
- Coordinate and brief other personnel involved in the evidence-gathering process.

4. The assessor collects the evidence and makes the assessment judgement. The assessor must:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness, and flexibility.
- Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement, performance evidence, knowledge evidence, and assessment conditions in the relevant units of competency.
- Incorporate allowable reasonable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Evaluate the evidence in terms of validity, currency, authenticity, and sufficiency.

5. The assessor provides feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the learner with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment judgements.
- The opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals process if applicable.

6. The assessor records and reports the result. The assessor must:

- Record the assessment outcome according to Australian International Institute of Technology's policies and procedures
- Maintain records of the assessment procedure, evidence collected and the outcome according to Australian International Institute of Technology's policies and procedures
- Maintain the confidentiality of the assessment outcome.

7. The assessor reviews the assessment process. On completion of the assessment process, the assessor must:

- Review the assessment process.
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and
- Quarterly suggest to appropriate Australian International Institute of Technology Senior Management ways of improving the assessment procedures through completing the *Trainer and Assessor Report* or by providing input at the next scheduled assessment validation or moderation session.

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8. The assessor participates in the reassessment and appeals process. The assessor must:

- Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options.
- Provide the learner with information on the reassessment and appeals process.
- Report any assessment judgement and/or outcome that is disputed by the learner to the Academic Manager.

6. Student Survey's (Student Evaluation of Teaching)

6.1 Student Evaluation of Teaching

The Student Evaluation of Teaching survey asks students to describe their satisfaction and experience with each of the following: for each unit of competency undertaken each term:

- the clarity and usefulness of the learning materials the balance of theoretical content with practical examples in the learning material
- their enjoyment of classes
- the value of their learning experience
- their overall satisfaction with the content of the unit of competency
- the promptness of the trainer and/or assessor in providing constructive feedback on assessments
- the enthusiasm and responsiveness of the trainer and assessor
- the helpfulness and approachability of the trainer and/or assessor
- the trainer and/or assessor knowledge of the subject matter
- their overall satisfaction with the trainer and/or assessor
- the fairness of the assessment activities and feedback provided
- their overall satisfaction with the learning and assessment process

Additionally, Students are asked to respond to the following open-ended questions:

- What does your trainer and assessor do well in teaching this unit of competency?
- What does your trainer and assessor do poorly in teaching this unit of competency?
- What do you consider to be the best features of this unit of competency?
- What are some ways in which this unit and /or its means of delivery could be improved?

Students are asked, as part of each Student Survey, to provide further comments about the teaching of the unit of competency and to provide general feedback about the quality of the learning and assessment experience.

6.2 Student Support Services Satisfaction Survey

The Student Support Services Satisfaction survey asks students to describe their satisfaction and experiences with:

- the accuracy and usefulness of information provided prior to arrival
- the experience and usefulness of the information provided during orientation
- the assistance they were given in language use, literacy, and numeracy
- the processes of applying for enrolment, enrolment, induction, and orientation
- the welfare and guidance services which have been made available
- the information provided to them, and their understanding of the processes of:

  o Recognition of Prior Learning (RPL)
  o Credit Transfer (CT) exemptions

- the information provided to them about the complaints and appeals processes, and their understanding of those processes
- the helpfulness and approachability of student services staff
- the effectiveness of responses to information they have requested
- policy regarding access to personal information
- the ease of understanding and the accuracy of the student handbook

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- the ease of access of the facilities available to students

Students are also asked whether the facilities available meet their requirements, and to comment on their overall satisfaction and experience with the student support services provided. Additionally, students are asked to respond to the following open-ended questions:

- Which aspects of student services are handled well?
- Which aspects of student services are handled poorly by?
- What are some ways in which student services at could be improved?
- What are some ways in which access to information you require could be improved?
- How could the facilities available for students at be improved?
- How could information about policies at (e.g. access and equity, privacy) be more effectively disseminated?

For more information, refer the *Student's Survey policy and procedure.*

7. Responsibility

Trainers and Assessors are responsible for:

- Preparing for assessment following *the principles of assessment* (*validity, reliability, flexibility, and fairness*)
- Planning and preparing the evidence-gathering process
- Collecting the evidence following *the rules of evidence* (*sufficiency, validity, authenticity, and currency*)
- Making the final Assessment Judgement and Decision.
- Provides rich feedback on the assessment
- Records and reports all Academic results.
- Reviews the assessment process and participates in the reassessment and appeals process.
- Completes the quarterly Trainer and Assessor Report
- Participates in scheduled systematic validation sessions
- Maintaining vocational competence and industry currency

The Academic Manager (VET) and Compliance Manager are responsible for the effective implementation and management of this policy as well as provision of information on how to resolve complaints of breaches of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to ceo@aiit.vic.edu.au.

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8. References

Source	Document Title	Version - Date
External	ASQA's Fact Sheet on Conducting Validation	PDF
	ASQA's General Direction: Transition and teach out	PDF
	ASQA - Guide to Developing Assessment Tools	PDF
	AQF Volume of Learning Explanation https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf	(Accessed 01/07/2023)
	Clustering units of competency: a guide to how to cluster for delivery and assessment https://www.voced.edu.au/content/ngv%3A66001	(Accessed 01/07/2023)
	the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)	2018
	NCVER Glossary of VET https://www.voced.edu.au/vet-knowledge-bank-glossary-vet-terms	(Accessed 01/07/2023)
	Table 1 - Australian Qualifications Framework volume of learning	(Accessed 01/07/2023)
	Table 1.8-1: Principles of assessment	(Accessed 01/07/2023)
	Table 1.8-2: Rules of evidence	(Accessed 01/07/2023)
	Users' Guide to the Standards for RTOs 2015 https://www.asqa.gov.au/standards	(Accessed 01/07/2023)

+++ END +++

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