

<p><b>Goulburn Ovens Institute of TAFE</b></p> <p><b>Policy no. E2</b> (Copy on Web Site)</p>	<p><b>Title: Training and Assessment Policy</b>  <b>Quality of Education Committee approved: 20/08/2013</b>  <b>Reviewed: 29/10/2013, 3/08/2016, 5/10/2018</b></p> <p><b>Responsible Officer: Manager Education Assurance</b>  <b>Authorising Officer: Exec Manager Business Transformation</b>  <b>Review: Biennial (5/10/2020)</b></p>
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## TRAINING AND ASSESSMENT POLICY

### 1. PURPOSE

The purpose of the *Training and Assessment Policy* is to:

- guide the implementation of the *Strategic Goals* outlined in the GOTAFE *Strategic Directions*
- inform the GOTAFE *Training and Assessment Procedures*
- guide the Board of Studies Committee
- inform all education, training and assessment practices at Goulburn Ovens Institute of TAFE (GOTAFE)
- ensure consistent, best practice in education, training and assessment
- ensure training and assessment at GOTAFE is in accordance with the principles and parameters of the Australian Qualifications Framework (AQF)
- ensure all assessments comply with the Assessment Guidelines in applicable nationally endorsed Training Packages and/or State accredited curricula
- ensure qualifications, skill sets and statements of attainment are issued in accordance with the requirements of the AQF and qualification requirements specified in National training packages and/or State accredited curricula
- ensure compliance with the requirements of the *Australian Skills Quality Authority* (ASQA) and (where relevant eg. VCAL) *Victorian Registration and Qualifications Authority* (VRQA) *Guidelines for Registered Training Organisations* (RTO)
- ensure compliance with the audit requirements of the *Australian Skills Quality Authority* (ASQA) and (where relevant eg. VCAL) *Victorian Registration and Qualifications Authority* (VRQA)
- promote continuous improvement in education, training and assessment practice.

### 2. SCOPE

This policy applies to all, nationally endorsed training package qualifications and VET accredited courses or components of courses, listed on the Goulburn Ovens Institute of TAFE's Scope of Registration.

### 3. DEFINITIONS

Refer to the Glossary at the end of this document.

## 4. PRINCIPLES

- 4.1 Education, training and assessment is the learning process that:
- provides a diagnosis of current competencies and knowledge
  - analyses where training and learning effort should be focussed
  - develops training to suit individual needs and adult learning styles
  - enables access and equity for all learners enrolled at Goulburn Ovens Institute of TAFE (GOTAFE)
  - measures progress towards achievement of competencies and learning outcomes
  - provides feedback to both teachers and learners
  - assesses competence.
- 4.2 Education, training and assessment is provided through a mixture of learning methods and media such as Skills Recognition, Workplace delivery, Campus Delivery, On line delivery and/or Distance Learning
- 4.3 Education, training and assessment is a participative process, negotiated between trainer, assessor, learner, industry and other relevant stakeholders.
- 4.4 All AQF qualifications issued by any other RTO will be recognised by the Institute, when used as evidence for Credit Transfer.
- 4.5 Assessment including Recognition of Prior Learning (RPL):
- meets the requirements of the relevant Training Package or VET accredited course; and
  - is conducted in accordance with the **principles of assessment** and the **rules of evidence**; and
  - meets workplace and, where relevant, regulatory requirements; and
  - is systematically and independently validated.

ASQA Standard 1.8 – 1.12

## 5. POLICY

It is the policy of Goulburn Ovens Institute of TAFE that:

- 5.1 Education, training and assessment is conducted by trainers and assessors who:
- have the necessary training and assessment competencies as required under the *Standards for Registered Training Organisations (RTOs) 2015* and as amended by the *Standards for Registered Training Organisations (RTOs) Amendment 2017* and
  - a) have the relevant vocational competencies at least to the level being delivered or assessed, and
  - b) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
  - c) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

ASQA Standard 1.13 - 1.25

**Note:**

GOTAFE has adopted the position that GOTAFE trainers and assessors will be required to hold the relevant trainer and assessor qualifications/credentials rather than the relevant skill set and working under supervision

- 5.2 Assessors will adhere to the Code of Practice for Assessors attached
- 5.3 Assessment will be carried out in accordance with the *ASQA Standards for Registered Training Organisations (RTOs) 2015* and within endorsed Training Package or accredited curriculum guidelines.
- 5.4 Assessment practices will be inclusive and support equity principles. Reasonable adjustments may be made to assessment processes, to minimise disadvantage to individuals or groups, however, these adjustments will not compromise the integrity of the competency standard. Please see the separate GOTAFE Reasonable Adjustment Policy and Procedure for further information and direction.

## 6. DOCUMENTATION

[Training and assessment procedure – 1. Plan \[E2-P1a\]](#)

[Training and assessment procedure – 2. Select and Enrol \[E2-P1b\]](#)

[Training and assessment procedure – 3. Conduct \[E2-P1c\]](#)

[Training and assessment procedure – 4. Review and Improve \[E2-P1d\]](#)

[Assessment special consideration procedure \[E2-P3\]](#)

[Standards for Registered Training Organisations \(RTOs\) 2015](#)

Code of Practice for Assessors – attached

Glossary – attached

## GLOSSARY

<b>Articulation</b>	An arrangement whereby learners can progress from one course to another, or from one education sector to another eg, from a TAFE course to a University course
<b>Assessment</b>	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
<b>Assessment system</b>	Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the <i>Principles of Assessment</i> and the <i>Rules of Evidence</i> .
<b>Australian Core Skills Framework (ACSF)</b>	A framework that describes levels of performance in the five (5) core skills of: <ul style="list-style-type: none"> <li>▪ Learning</li> <li>▪ Reading</li> <li>▪ Writing</li> <li>▪ Oral Communication</li> <li>▪ Numeracy.</li> </ul> These skills are considered essential for people to participate in our society.
<b>Australian Qualification Framework (AQF)</b>	A framework that defines all qualifications recognised nationally in post compulsory education and training in Australia.
<b>Australian Skills Quality Authority (ASQA)</b>	Australia's first <b>national</b> regulator for vocational education and training (NVR). The ASQA Standards replaced the AQTF Standards in 2011. <b>Note:</b> GOTAFE is regulated by the NVR and complies with the ASQA Standards, except in the case of VCAL and school-based programs, which are regulated by the VRQA.
<b>Blended learning</b>	A mix of various learning methods and media. The GOTAFE Blended learning model has five key focuses – Skills Recognition, Workplace Delivery, Campus Delivery, Online Delivery-and/or Distance Learning
<b>Client</b>	A learner, enterprise or organisation that uses or purchases the services provided by an RTO.
<b>Competency</b>	Competency is 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. <i>VET products for the 21st Century, NQC</i>
<b>Competency based training (CBT)</b>	An approach to vocational education, training and assessment that is based on what a person can do to a defined standard (competency).
<b>Continuous improvement</b>	The term is used in an educational setting to describe improvement occurring in incremental steps through continuous cycles of plan, deliver, assess and review.
<b>Contractors</b>	Qualified individuals who are engaged under contract by an RTO, to deliver training and assessment.
<b>Credit transfer</b>	A process to assess the equivalency of an initial course or subject that an individual is using to claim a credit in another course. This may include credit transfer based on formal learning that is outside the AQF.
<b>Current Competence (CC)</b>	The requirements for a unit of competency or module that need to be maintained as current eg. licensing, First Aid.

<b>Department of Education and Training</b>	The Department regulates, manages and implements Victorian Government policy within adult training programs.
<b>Dimensions of competency</b>	Part of the broad concept of competency, which includes all aspects of work performance eg. task skills, task management skills, contingency management skills and job/ role environment skills.
<b>Diagnostic assessment</b>	Assessment to identify a gap in skills and/or knowledge ie. a training need.
<b>Education</b>	The formal learning that takes place within a structured learning setting, such as TAFE and higher education.
<b>E-learning</b>	Facilitated online learning that uses a range of electronic media. It enables learners to connect, learn and collaborate with trainers, experts and other learners in an online environment.
<b>Flexible learning</b>	Flexible learning covers a range of delivery modes, including elearning, distance education, mixed-mode, online learning, self-paced and self-directed learning. It gives learners the freedom to study what, when, where and how they want.
<b>Feedback</b>	Feedback from the trainer to the learner is provided throughout training and assessment to assist the learner to become competent.  Feedback from the learner to trainer is requested at the end of training for the purposes of course review and continuous improvement.
<b>Formative assessment</b>	Assessment that takes place throughout a training program to provide learners with feedback as they learn rather than at the end of the program ie. summative assessment. It can be used to help learners or to improve the delivery of the program during delivery.
<b>Graded assessment</b>	The practice of assessing and reporting levels of performance in competency-based vocational education and training. It is used to recognise merit.
<b>Higher Education &amp; Skills Group (HESG)</b>	The HESG is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.
<b>Holistic assessment</b>	The assessment of a range of skills and knowledge together. The methods and tools may assess a number of elements of competence or more than one Unit of Competency at a time. It enables learners to show that they can do more than perform separate tasks.
<b>Individual learning plans</b>	An individual learning plan is a working document for the planning, provision and evaluation of a learner's education.
<b>Industry</b>	The bodies that have a stake in the services provided by RTOs. These can include, but are not limited to: <ul style="list-style-type: none"> <li>▪ enterprise/industry clients, e.g. employers;</li> <li>▪ group training organisations</li> <li>▪ industry organisations</li> <li>▪ industry regulators</li> <li>▪ industry skills councils or similar bodies</li> <li>▪ industry training advisory bodies</li> <li>▪ unions.</li> </ul>

<b>Industry engagement</b>	<p><b>Industry engagement</b> may include, but is not limited to, strategies such as:</p> <ul style="list-style-type: none"> <li>▪ partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs</li> <li>▪ involving employer nominees in industry advisory committees and/or reference groups</li> <li>▪ embedding staff within enterprises</li> <li>▪ networking in an ongoing way with industry networks, peak bodies and/or employers</li> <li>▪ developing networks of relevant employers and industry representatives to participate in assessment validation</li> <li>▪ exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.</li> </ul>
<b>Skills Service Organisations (SSOs)</b>	<p>SSOs are organisations that support Industry Reference Committees (IRCs) to develop training packages that industry needs. SSO will undertake activities that include:</p> <ul style="list-style-type: none"> <li>▪ facilitate engagement across industry and the training sector;</li> <li>▪ facilitate the development of training packages for consideration by their relevant IRCs;</li> <li>▪ provide project management, information management, operation and secretariat support to the IRCs assigned to them;</li> <li>▪ provide technical writing skills to support their IRCs in preparing technical specifications for training packages and other products; and</li> <li>▪ manage the training packages through the endorsement process on behalf of IRCs.</li> </ul> <p>(<a href="https://docs.education.gov.au/system/files/doc/other/factsheetfinal_27jan-revised.pdf">https://docs.education.gov.au/system/files/doc/other/factsheetfinal_27jan-revised.pdf</a>)</p>
<b>Language, Literacy &amp; Numeracy (LLN)</b>	<p>Language, literacy and numeracy skills are considered necessary to secure sustainable employment or pursue further education and training. RTOs are required to provide adequate LLN support to enable students to participate in training and employment.</p>
<b>Moderation</b>	<p>Moderation is considered best practice when Graded Assessment is being used.</p> <p>When grading assessments moderation is generally conducted before the finalisation of student results as it ensure the same decisions are applied to all assessment results within the same unit of competency.</p>
<b>Modes of delivery</b>	<p>The environment or way in which learning has occurred eg. online, distance, workplace and on-campus.</p>
<b>National recognition</b>	<p>Recognition across each state and territory:</p> <ul style="list-style-type: none"> <li>▪ by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs</li> <li>▪ of the training organisations registered by any other state or territory's registering body and its registration decisions</li> <li>▪ of the courses accredited by course-accrediting body and of its accreditation decisions.</li> </ul>
<b>National VET Regulator (NVR)</b>	<p>The NVR is the <b>national</b> regulator for the vocational education and training (VET) sector. It is an independent Commonwealth statutory authority.</p> <p><b>Note:</b> GOTAFE is regulated by the NVR and complies with the ASQA Standards, except in the case of VCAL and school-based programs, which are regulated by the VRQA.</p>
<b>Education Partners</b>	<p>Providers that provide training services under contract on GOTAFE's behalf eg. schools, adult and community education providers, industry enterprises and private RTO's</p>

<b>Principles of assessment</b>	<b>Fairness</b>	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.
	<b>Flexibility</b>	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> <li>• reflecting the learner's needs;</li> <li>• assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>
	<b>Validity</b>	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> <li>• 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;</li> <li>• assessment of knowledge and skills is integrated with their practical application;</li> <li>• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
	<b>Reliability</b>	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
<b>Reasonable adjustment</b>	An action to assist a student with a disability to participate in education and training on the same basis as other students eg. providing resources and assessment instruments in large print for visually impaired students.	
<b>Recognition of Current Competency (RCC)</b>	Required updates and/or reassessment to ensure that previously attained competence in a Unit of Competency or module is still current eg. licence certificates that might be issued with an expiry date .	
<b>Recognition of Prior Learning (RPL)</b>	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 or VET accredited courses.  <b>Note:</b> See Skills Recognition	
<b>Registered Training Organisation (RTO)</b>	A training organisation registered by a state or territory registering body in accordance with the <i>ASQA Standards for Registered Training Organisations 2015</i> .  <b>Note:</b> A training organisation must be registered in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.	

<b>Rules of evidence</b>	<b>Validity</b>	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.
	<b>Sufficiency</b>	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.
	<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
	<b>Currency</b>	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.
<b>School Based Apprenticeship (SBA)</b>	Australian School-based Apprenticeships allow young Australians to get credits towards a vocational qualification and earn a wage while completing their senior secondary certificate.	
<b>Scope of Registration</b>	A register that defines the particular services and products an RTO is registered to provide.	
<b>Skills Recognition</b>	An assessment only process of gaining formal recognition for skills and knowledge that have been obtained through work, previous study and life experience. Skills Recognition may occur through one or more of the following processes: <ul style="list-style-type: none"> <li>▪ Credit Transfer</li> <li>▪ Recognition of Prior Learning (RPL).</li> </ul>	
<b>Skill Sets</b>	Single Units of Competency or combinations of Units of Competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.	
<b>Skills Victoria</b>	As part of the reorganisation of the DEECD, Skills Victoria has been renamed Higher Education and Skills Group (HESG). The HESG retains the functions of Skills Victoria to support and facilitate access to training and tertiary education opportunities.	
<b>Static curriculum</b>	The document that defines the core and elective Units of Competency selected from a Training Package for a qualification that will be delivered by an RTO.	
<b>Statistically valid</b>	A random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.	
<b>Student identifier</b>	A unique student identifier as defined in the Student Identifiers Act 2014.	
<b>Summative assessment</b>	Assessment conducted at predetermined points in the training process or at the end of a period of training and/or work experience to determine the achievement of competency requirements.	
<b>Training.gov.au (TGA) website</b>	<a href="http://training.gov.au">training.gov.au</a> is a website with a database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for training sector users.	
<b>Training</b>	The process used by an RTO to facilitate learning. It refers to the acquisition of knowledge, skills and competencies as a result of the teaching.	
<b>Training and assessment resources</b>	Support materials developed to support the delivery and assessment of training from Training Packages. They can be printed materials, CDs, videos, web-based resources or libraries of resources.	

<b>Training and assessment strategy (TAS)</b>	A framework that guides the learning requirements and the training and assessment arrangements for a Vocational Education and Training (VET) qualification. It is the document that outlines the macro-level requirements or the learning and assessment process, usually at the qualification level.
<b>Trainer and Assessor qualifications</b>	<p>Training and assessment are conducted by trainers and assessors who: have the necessary training and assessment competencies as determined by the <i>ASQA Standards for Registered Training Organisations (RTOs) 2015</i>.</p> <ul style="list-style-type: none"> <li>▪ have the relevant vocational competencies as least to the level being delivered or assessed</li> <li>▪ continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.</li> </ul>
<b>Training Package (TP)</b>	A nationally endorsed set of Units of Competency that include an integrated set of competency standards, assessment guidelines and AQF qualification for a specific industry, industry sector or enterprise.
<b>Training plan</b>	A documented program of training and assessment for an apprentice or trainee developed by an RTO in consultation with the key stakeholders to the training contract.
<b>Training program</b>	A program (also known as a learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training package, one or more designated units of competency, or an accredited course. It might specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources' required. It might form part of a training and assessment strategy.
<b>Training Support Network (TSN) website</b>	The Training Support Network (TSN) website provides access to Victorian state accredited curricula which have been developed to provide the skills and knowledge not covered by national training packages.
<b>Tick sheet</b>	A selection of Units of Competency drawn from the Static Curriculum that directs a learner's enrolment.
<b>Unit of Competency (UOC)</b>	A document that specifies industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
<b>Validation of assessment</b>	Validation is the quality review of the assessment process. Validation involves checking that assessment tools produce valid, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of completed assessments (eg. for each cohort a high, medium and low sample) and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
<b>VET Quality Framework</b>	<p>The VET Quality Framework comprises:</p> <ul style="list-style-type: none"> <li>▪ the Standards for Registered Training Organisations</li> <li>▪ the Australian Qualifications Framework</li> <li>▪ the Fit and Proper Person Requirements</li> <li>▪ the Financial Viability Risk Assessment Requirements</li> <li>▪ the Data Provision Requirements</li> </ul>

<b>Victorian Curriculum and Assessment Authority (VCAA)</b>	A statutory authority of the Government of Victoria responsible for the VCE and VCAL assessments, exams and the conduct of statewide testing eg. School-based Apprenticeships and Traineeships.
<b>Victorian Registration and Qualifications Authority (VRQA)</b>	The role of the Victorian Registration and Qualifications Authority (VRQA) is to provide regulation that ensures quality education and training is delivered by the providers it registers in Victoria. <b>Note:</b> GOTAFE is regulated by the NVR and complies with the ASQA Standards, except in the case of VCAL and school-based programs, which are regulated by the VRQA.
<b>Vocational competency</b>	A particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.
<b>Vocational Education &amp; Training (VET)</b>	In Australia Vocational Education and Training is mostly post-secondary and provided through the vocational education and training (VET) system by Registered Training Organisations (RTOs). This system encompasses both public, TAFE, and private providers in a national training framework consisting of the Australian Qualifications Framework and Industry Training Packages which define the assessment standards for the different vocational qualifications.
<b>VET in Schools (VETiS)</b>	Vocational Education and Training in Schools (VETiS) are VET programs undertaken by school students as part of the senior secondary VCE or VCAL certificate. The programs are generally completed over 1 or 2 years and provide a qualification or partial completion of a Certificate I, II or III and often include on-the-job learning and use of simulated environments. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation, or a school in partnership with a Registered Training Organisation.