DGT

Employment & Training

ASSESSMENT POLICY AND PROCEDURES

PUBLICATION DETAILS

DGT Employment and Training Operating Principles

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DISCLAIMER

DGT Employment and Training has made every effort to ensure that the information in this resource, at the time of publication aligns to current Standards for Registered Training Organisations (RTOs) 2015. The information in this resource will be routinely reviewed as part of continuous improvement activities incorporate any necessary amendments.

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PURPOSE OF ASSESSMENT POLICY

DGT Employment and Training follows the Standards for Registered Training Organisations (RTOs) 2015 (the Standards) in order to provide nationally consistent, high-quality training and assessment practices. All processes for training and assessment are conducted in accordance with the Principles of Assessment and the Rules of Evidence according to Clause 1.8 of the Standards, and ensuring that the requirements of the training package are met using appropriate assessment tools.

Access to suitable resources, facilities and trainers and assessors, will enable participants to meet the requirements for each VET accredited course, skill set, single unit of competency or short course.

Assessment involves collecting evidence and making judgements on whether competency has been achieved. This evidence may take the form of written assessments, practical skills, and previous formal, non-formal and informal learning experiences.

Training and Assessment procedures will:
- Comply with the objectives of the Australian Qualifications Framework (AQF)
- Reflect "Foundations Skills" including the:
  - Australian Core Skills Framework (ACSF) 5 Core skills of Learning, Reading, Writing, Oral Communication and Numeracy
  - Core Skills for Work (CSfW) which incorporates skills such as problem solving, teamwork and digital literacy
- Respect, recognise and develop the participants current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning
- Include a range of training and assessment methods designed to accommodate the diversity of participants
- Provide assessment feedback that is prompt and informative
- Support the validation of assessment tools

SCOPE AND IMPLEMENTATION:

This policy applies to all Vocational Education and Training (VET) Qualifications, units of competency, skill sets as held by DGT Employment and Training Scope of Registration. This policy is to be implemented throughout DGT Employment and Training and read in conjunction with the relevant Training and Assessment Strategy/ies (TAS) for each qualification/unit of competency.

DEVELOPMENT OF TRAINING AND ASSESSMENT STRATEGIES (STD 1.1 TO 1.4 AND 2.2)

A TAS will be developed for each training product on DGT Employment and Training Scope of Registration, and for each delivery model or target group. Each TAS is updated according to the Annual Internal Audit Plan taking into account changes in industry technology and techniques, legislation, and the training package itself, as well as the availability of resources. The TAS is consistent with advertising of each course and other material provided to participants for their information.

The Trainer/Assessor identifies the course outcomes to be achieved from the training package.

Identification of the following occurs:
- Target groups
- Industry sector

- Language, literacy and numeracy
- Any participant needs or requirements that might affect their ability to participate in the course
- The Trainer/Assessor identifies the skills and knowledge to be applied and the standards of performance required in the workplace, in conjunction with workplace representative/s
- Appropriate delivery and assessment methods are identified
- The required human and physical resources required to conduct the training and carry out the assessment (including trainer/participant manuals, workbooks and other curriculum etc.) are identified
- Industry is consulted, DGT will be responsive to Industry news published by relevant Industry Peak Bodies and DGT memberships inform of current industry trends.
- The outcomes of this identification are documented in Training and Assessment Strategy and submitted to the Training Operations Manager for authorisation
- Validation of the strategy for training and assessment occurs and is documented
- Feedback is gathered, and any recommendations for improvement are documented and acted on

VOLUME OF LEARNING

The AQF provides a guide to the volume of learning, which describes:
- The length of time a participant who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge; and
- Includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, and research, learning activities in the workplace and assessment activities.

The relevant TAS will identify the volume of learning.

INDUSTRY CONSULTATION (STD 1.5 – 1.6)

Meaningful consultation with industry stakeholders, including employers, and industry bodies is critical to ensuring our training and assessment practices align to current methods, products and performance expectations for the workplace, particularly in areas where technology and/or techniques change rapidly. Constant consultation with our GTO Host Businesses is an invaluable resource in this regard.

PARTICIPANT SUPPORT (STD 1.7, 5.1 – 5.3, 5.4, 6.1 – 6.6)

See the HB-009 Participant Handbook

FOUNDATION SKILLS ASSESSMENT (STD 1.8)

A Language, Literacy and Numeracy (LLN) assessment may be one method used to determine if a Participant has the skills to be able to commence a particular training program. A Skills Assessment may be used for Certificate I and II programs and where applicable an Aptitude Test may be administered for those applying for an apprenticeship/traineeship.

TRAINING PLANS

- Training Plans are developed for participants undertaking User Choice funded traineeships or apprenticeships
- Individual training plans are prepared in conjunction with the participant, DGT Employment and Training and Employer or Host Business

- Proposed commencement and completion dates for each unit are entered into the Training Plan
- The Training Plan is signed and dated by all parties (Employer, Trainee, Apprentice, RTO)
- A Trainee or Apprentice's progress is monitored and recorded on the Training Plan
- Any variations to the Training Plan are agreed to by all parties, prior to those variations being recorded on the Training Plan
- Regular consultation with the Employer will occur to ensure a Trainee or Apprentice's progress is understood and supported in the workplace

COURSE PROGRESSION (STD 1.7, 5.4 AND 6.1 – 6.6)

Course progression is monitored throughout the duration of each course by the trainer and by administration staff of DGT Employment and Training. This will allow DGT Employment and Training to provide additional support to the Participant as required, to apply for extensions to the course, if necessary and to ensure that completion of a course is the ultimate outcome possible.

REASONABLE ADJUSTMENT OF TRAINING AND ASSESSMENTS

Reasonable adjustment may be applied to training and assessments if a Participant requires this due to having a disability, carer responsibilities, cultural or religious obligations, or having English as a Second Language or other identified need. Reasonable adjustment describes the actions or changes which will enable the participant to participate on the same basis as other participants. This will be determined at the start of the course in conjunction with the Trainer/Assessor.

ATTENDANCE REQUIREMENTS

See HB-009 Participant Handbook

LEARNING RESOURCES

All training and assessment resources comply with the specific requirements in the training package. Each TAS includes guidance on the resources needed per participant or per group. Learning resources for each unit of competency are accessible regardless of location or mode of delivery.

DEVELOPMENT OF CURRICULUM (LEARNING AND ASSESSMENT MATERIAL)
- The General Manager – Operations investigates existing and/or commercially available learning and assessment tools for compatibility with the authorised Training and Assessment Strategy
- New curriculum materials are developed or existing/commercial materials modified to conform to the authorised Training and Assessment Strategy
- Assessment recording documents for use by trainers and assessors are developed. In developing assessment (including RPL) DGT Employment and Training ensures:
  - compliance with the assessment guidelines from the relevant Training Package or VET Accredited course
  - assessment is conducted in accordance with Legislative Requirements
  - (assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
  - assessment complies with the principles of competency-based assessment (i.e. assessment is valid, reliable, flexible and fair) and informs the participant of the context and purpose of the assessment
  - the rules of evidence (valid, sufficient, current and authentic) guide the collection

of evidence to support the principles of validity and reliability
- o there is a focus on the application of knowledge and skills to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment (e.g. dress, communicating with supervisors, etc.)
- o timely and appropriate feedback is given to participants
- o assessment complies with the RTO's access and equity policy
- o systematic validation occurs
- o all participants have access to reassessment on appeal
- o adjustment to assessment will occur on an as needs basis and only where it does not change the integrity of the unit requirements
- Trials of assessment tools occur with persons not previously involved in the development/modification and are revised as necessary
- Training and assessment materials are continually updated according to the OP-010 Continuous Improvement Policy and Procedure and OP-047 Validation Policy

ASSESSMENT (STD 1.8 – 1.12)

To be assessed as competent DGT Employment and Training ensures that the participant demonstrates an:
- Ability to perform relevant tasks in a variety of workplace situations, or simulated workplace situations
- Understanding of what they are doing, and why, when performing tasks
- Ability to integrate performance with understanding, to show that they are able to adapt to different contexts and environments

Information from the unit or module elements are used to determine competency levels when developing assessment tools. This sets the benchmark for measuring performance and competency. Clustering assessment may be used to avoid repeating assessment of the same task across a number of units.

ASSESSMENT METHODS

Assessment of participants involves using a range of formative and summative methods to gather sufficient evidence to deem competence. No matter what assessment methods are used, the principles of fairness, flexibility, validity and reliability are adhered to. RPL, or online methods may change the type of evidence considered, although the same requirements apply. All assessments meet the same standards, regardless of the mode of delivery or engagement.

The following table outlines the types of assessment methods used to determine competency. Not all methods will be used for every course.

Method	Rationale	Outcome
Oral, may include: questioning, presentations, meetings	• To expand, deepen and inform future learning needs. • To measure participants knowledge and understanding of underlying principles • Integrates and summarises a limited amount of information • To guide transition to workplace standard of practice and to bridge gaps in theory and/or practical skill	• Communicating • Managing and developing self
Practical Skills	Direct observation of skills in either a simulated or actual workplace	• Performing procedures and demonstrating techniques
Tests	Focused and structured assessment designed to assess knowledge on a range of topics. Often used with relatively short timeframes for participant preparation and testing time	• Demonstrating knowledge and understanding • Numeracy
Third Party Evidence	To use another party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the participant at work. For example: • The presence of an observer may compromise workplace safety, or • Where work activities involve issues of confidentiality and privacy	• Allows assessors to gather authentic and valid evidence in difficult circumstances in a cost-effective way
Written	• To develop arguments, reflect, evaluate, assess and judge. • To critically analyse and filter information • To demonstrate application of knowledge to determine understanding. • Determines ability to recall information • Investigation and sourcing information, navigating internet and utilisation of IT Skills.	• Accessing and managing information • Thinking critically and making judgements • Managing and developing self • Using technology • Designing, creating and performing • Initiative and enterprise • Demonstrating knowledge and understanding

Case Studies	To contextualise a single or small group of concepts. They are often used to promote and assess skills of critical thinking, analysis, problem solving, information filtering, deduction and application of knowledge.	• Solving problems and developing plans
Role Plays	Designed to simulate the application of essential skill and provide the opportunity for experiential learning	• Thinking critically and making judgements • Problem solving • Communicating
Portfolios/photographic evidence	To provide visual evidence of practical projects such as building/carpentry tasks.	• Demonstrating knowledge and practical ability
RPL	To assess the competency of a participant that may have been acquired through formal, no-formal and informal learning.	• Demonstrating knowledge and understanding

RECOGNITION OF PRIOR LEARNING

- All participants are made aware of DGT Employment and Training's policy on RPL prior to enrolment
- During enrolment, all participants are advised of the procedures for applying for RPL
- Applications for RPL are made on the appropriate RPL Application Form and submitted to the assessor with all relevant supporting information for assessment
- The Trainer/Assessor reviews each application and a decision is made as to whether RPL can be granted
- If such as decision cannot be made, then the applicant may be required to provide more information e.g.:
- More details/verification of experience
- Verified copies of qualifications held
- Contact details of a third party who can attest to their knowledge/skills
- The applicant may be invited to attend an interview with an RPL assessor and/or industry expert and may be accompanied by his/her employer or support person
- An initial assessment and/or request for further information are made within 14 working days of the receipt of the RPL Application
- An applicant may appeal against a decision in accordance with the Appeals Process

CREDIT TRANSFERS

DGT Employment and Training accepts and provides credit to participants for units of competency and/or modules (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, or authenticated VET transcripts issued by the Registrar.

CHEATING AND PLAGIARISM

Cheating is the intention to gain an unfair advantage when completing an assessment. It may involve any form of re-submitting or re-using previously assessed work, making

up data and/or results, allowing another person to do the work, accessing an advance copy of a test paper, copying from others, bringing unauthorised material/books into an assessment, knowingly helping someone else to cheat, taking actions which intrude on the ability of others to complete their assessable tasks. This is not an exhaustive list and other circumstance may also constitute cheating.

Plagiarism is taking someone else's ideas, words or statements or other works as one's own without proper acknowledgment.

DUE DATES AND EXTENSIONS

Due dates are guidelines to completing a particular unit. This is monitored by the Trainer/Assessor and adjustments and extension made in conjunction with the Participant and Employer.

GRADING CATEGORY

VET courses are graded under two categories:
- Competency Achieved
- Not Competent

NUMBER OF ASSESSMENT ATTEMPTS

Generally Participants are entitled to two attempts to achieve competence in each assessment task. In the case of licence courses such as Forklift, there is a set period of two weeks between assessment attempts. A re-sit may also incur an extra fee to be paid.

RETENTION OF ASSESSED WORK

Assessed work will be kept in accordance with DGT Employment and Training's OP-018 Record Management Policy

ISSUE OF CERTIFICATES/STATEMENTS (STD 3.1 – 3.4 AND 3.6)
- Statements of Attainment and Certificates for a full qualification will be issued within 30 days of completion of the qualification
- Replacement of lost Certificates and Statements will incur a fee in accordance with DGT Employment and Training's fees policy
- For further details see OP-055 AQF Qualification Issuance Policy

ASSESSMENT APPEALS (STD 1.7, 5.4 AND 6.1 – 6.6)
- Assessment appeals can be made in accordance with DGT Employment and Training's OP-004 Appeals Policy

RECORDING OF RESULTS AND AQF CERTIFICATION

Final results are recorded in DGT Employment and Training's Student Management System. This data is provided to the State Training Authority and available through the USI database in the year following the course completion.

VALIDATION OF ASSESSMENT (STD 1.5, 1.9 – 1.11)

Refer to OP-047 Operating Principle –Validation Policy

TRAINERS AND ASSESSORS (STD 1.13 – 1.25)

DGT Employment and Training's training and assessment is delivered only by persons who hold:

- TAE40116 Certificate IV in Training and Assessment or equivalent (or its successor) – See for other trainer assessor credentials: Schedule 1 – Standards for Registered Training Organisations (RTO's) 2015
- Vocational competencies at least to the level being delivered and assessed
- Participate in ongoing Professional Development Activities:

    Current industry skills directly relevant to the training and assessment being provided; and have

    Current knowledge and skills in vocational training and learning that informs their training and assessment

    Taken part in professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment. Trainers and Assessors will report and provide evidence of activities undertaken 6 monthly and participate in activities to ensure they meet the contemporary requirements of industry in which they train and assess.

- Provide supervision of trainers where needed (1.17 – 1.20)

TRANSITION OF TRAINING PRODUCTS (STD 1.26 – 1.27)

Transition of training products will be in accordance with OP-050 Training Package Transition Policy. This allows the RTO to manage the transition from superseded Training Packages within 12 months of their publication on the national register and from superseded accredited courses (unless otherwise advised by the regulator) so that they only deliver currently endorsed Training Packages and/or currently accredited courses.

VERSION CONTROL LOG

Version Number	Summary of Change	Date of approval
1.0	Initial publication	
2.0	Update issuance of SOAs and quals	20.08.2021