



**RTO PP03**  
**Training and Assessment**  
**Policy Procedure**

# RTO PP03 Training and Assessment Policy Procedure

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# RTO PP03 Training and Assessment Policy Procedure

## Purpose

To ensure Qualify provides quality Training and Assessment that is delivered by competent Trainer Assessors across all of its operations:

## Policy Statements

- The Training and Assessment strategies and practices, including the amount of training provided is consistent with the AQF recommendations.
- Training and Assessment strategies are consistent with the requirements of the training packages or VET accredited courses and enable each student to meet the requirements for each qualification and unit of competency they are enrolled.
- Strategies for training and assessment meet the requirements of the relevant training package and have been developed through effective consultation with industry.
- Staff, facilities, equipment and training and assessment materials used by Qualify are consistent with the requirements of the Training Package and the Training and Assessment strategies.

### Training and Assessment is delivered by Trainers who:

- Have the necessary training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors; and
- have the relevant vocational competencies at least to the level being delivered or assessed; and
- can demonstrate current industry skills directly relevant to the training and assessment being undertaken; and
- continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and Trainer/Assessors competence

### Assessment, including recognition of prior learning (RPL):

- Meets the requirements of the relevant training package or accredited course;
- is conducted in accordance with the principles of assessment and the rules of evidence;
- meets workplace and, where relevant, regulatory requirements

### Assessment practices and judgements are systematically validated for each training product on the RTO's Scope of Registration:

- When assessment validation will occur;
- which training products will be the focus of the validation;
- who will lead and participate in validation activities; and
- how the outcomes of these activities will be documented and acted upon

## Statutory References

- National Vocational Education and Training Regulator Act 2011
- Standards for RTO's 2015
- SNR 1 RTO's Training and Assessment strategies and practices are responsive to industry and student needs and meet the requirements of training packages and VET accredited courses.
- Student Identifiers Act 2014

## Responsibilities

The RTO Manager ensures all requirements of this Policy and Procedure are met.

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## Procedures

### 1. Training and Assessment Strategy

#### Planning the Training Program

Qualify works closely with industry and relevant stakeholders when developing programs to identify, negotiate, plan and implement programs to meet the needs of each individual client.

A process of consultation occurs with industry to deliver targeted training for the student, to provide a return on investment for the client and maintains the reputation of Qualify. Industry Consultation is used to ensure the training and assessment practices are relevant to the needs of industry this includes:

1. A systematic review of the Training and Assessment strategies:
  - a. The purpose and aims of program
  - b. Intended audience
  - c. Delivery methodology and training support materials
  - d. The vocational competence of the teaching and assessment staff
2. The Assessments and any reasonable adjustment included
3. Evaluation of program

#### Designing the Program

In conjunction with the RTO Manager, develop the Training and Assessment Strategy by:

1. For each qualification or unit/s of competency to be delivered include the code and full title and ensure this is clear and current.
2. If delivering a full qualification, select the core and elective units in accordance with the structure defined in the training package or course.
3. Identify any entry requirements, as well as pre-requisite and co-requisite units and the sequencing of delivery and assessment. Ensure the core units are noted and the relevant elective units are selected and included in the program.
4. Identify how the Training and Assessment is delivered in workshops, face-to-face, virtual workshops, online, through workplace training or a blend of different modes.
5. Identify any mandatory requirements for students commencing the program, such as qualifications that must be held or periods of industry experience.
6. Analyse the units of competence using the Australian Core Skills Framework (ACSF) once the ACSF level is identified. This is included in the TAS to recognise the level the students need to be at to be able to meet the requirements of the training package.
7. Identify any areas where students may need additional support (e.g. if they have low English levels) and to identify the physical attributes of the students as this may influence their ability to complete the training and assessment (e.g. is heavy lifting required).
8. Analyse the nature of your student cohort. Use this analysis to specify the duration of the training program. Create the Training and Assessment schedule to ensure students are able to fully develop

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the required skills and knowledge prior to being assessed. Indicate any reasonable adjustment for the cohort of students due to their specific learning needs.

9. To ensure students are able to obtain and absorb the required knowledge and skills prior to assessment, choose and plan the learning resources used to guide the students. Identify the resources in the TAS and describe the learning resources to be used to give the student the best chance of completing their study.
10. Using the Training Package and the individual units of competency, decide on the appropriate assessment method. Consider the timing of the assessments and note any adjustments that may be needed to cater for different student characteristics.
11. List the human resources available to deliver the training and ensure the suitability of Trainer/Assessors available. Trainers Assessors create a Competencies Matrix to demonstrate currency against each unit of competency to ensure any specific requirements are met. A Competencies Matrix is available in each Trainer Assessor's file.
12. Describe the physical resources required to deliver a training product. Check each of the units of competency included in the TAS and detail the specific resources required, to ensure all resource requirements are addressed.
13. The RTO Manager will review the Training and Assessment Strategies prepared and provide feedback. The Trainer/Assessor will take this feedback into account and revise the materials accordingly.

### Determining the Students ACSF Level

Trainer Assessors ensure the student has the ability to be able to successfully complete a unit of competency by identifying their Language Literacy and Numeracy (LLN) levels. Once the LLN levels are identified, an Individual Learning Plan (ILP) is developed to address the individual needs of the students where appropriate. The ILP may include for example, a pre-Level 1 Bridging Course, Specialist LLN Practitioner support, or activities provided by a Vocational Trainer with knowledge of developing LLN skills.

Where students are undertaking a Foundation Skills Course, LLN levels are also assessed and progress determined when students exit the course.

### Educational Support Needs

On occasion students require support to undertake the training and assessment they have enrolled in, education support needs strategies are documented in RTO PP02 Student Engagement Policy Procedure.

### Training Delivery and Assessment Processes

The Training and Assessment Strategy (TAS) provides an overview of the training to be delivered for a course or qualification, this includes:

1. The Trainer Assessor will deliver the program as per the Training and Assessment Strategy and session plans, however reasonable adjustment may be made to the delivery schedule to take external factors and individual student learning needs into account.
2. Session Plans are developed for each term and include a break down for each training day.
3. Prior to delivery of any training, a Trainer/Assessor identifies, addresses and controls hazards according to WHS Policy and Procedure.

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4. Qualify will ensure all Trainer/Assessors maintain current industry experience and professional competence through regular professional development activities according to the Human Resources Procedure.

### Delivery Methods

Delivery methods utilised may include:

- a. face to face workshop delivery
  - b. demonstrations including group participation
  - c. individual projects/role plays
  - d. audio/visual presentations
  - e. workplace simulations
  - f. online and remote virtual workshops
  - g. industry activities
  - h. self-paced research and learning
1. Trainer Assessors are expected to be able to deliver Units of Competencies through a combination of the delivery methods. Flexible and innovative delivery is encouraged, with the emphasis on tailored delivery and student engagement. When relevant to the unit of competency outcomes Trainer Assessors will deliver training in the workplace or a workplace simulation.
  2. Base Session Plans are provided for each training session and resources are customised for each unit of competency through review of the unit of competency outcomes.
  3. The Trainer/Assessor is responsible for the presentation of training as specified in the Training and Assessment Strategy and according to the course material and session plans.
  4. Workshops must start and finish at the scheduled times. Trainer/Assessors must supervise student completion of the evidence of attendance/participation.
  5. Trainer Assessors are to maintain student participation records throughout the program.
  6. Trainer Assessors reflect on the outcome of each training session weekly and report this feedback to the RTO Manager.
  7. If a Trainer Assessor is unable to attend because of sickness or unforeseen circumstances, the RTO Manager must be notified immediately so a substitute Trainer Assessor can be arranged.

### Training Resources

1. Trainer/Assessors have access to a variety of resources as appropriate such as:
  - a. Qualify Student Guides, PowerPoint Presentations,
  - b. Online resources
  - c. Handouts and teaching aides,
  - d. Computers, Tablets, and data projectors.
2. At Qualify, collegiality is encouraged between Trainer/Assessors and includes the practice of sharing resources, skills and knowledge and the mentoring of new Trainer/Assessors. Electronic resource folders containing resources such as class notes, handouts, assignments and session plans are available for staff use. While working at Qualify, Trainer/Assessors are required to contribute to these folders.
3. The RTO Manager maintains register of Training and Assessment Resources and equipment

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4. Training and Assessment routinely embeds employability skills (dealing with the responsibilities and expectations of the workplace).
5. The RTO Manager will provide each Trainer Assessor with access to suitable learning resources including the following:
  - a. Training and Assessment Strategy (TAS) for the particular Course/Qualification
  - b. Assessment Matrix included in the Training and Assessment Strategy
  - c. Assessment Tasks
  - d. Benchmark answers and decision-making rules
  - e. Session plans
  - f. Description of Unit available for [www.training.gov.au](http://www.training.gov.au)
  - g. The Timetable for each group
  - h. A Training Plan is developed for each student, identifying the course and units for which they are enrolled.
6. The RTO Manager monitors the required equipment to ensure sufficient equipment is available for the Trainer Assessor. Discussions are held with the Trainer Assessor to ensure ongoing relevance to the program of the equipment determined in the Training and Assessment Strategy and session plan.
7. The RTO Manager involves the Trainer Assessors in reviewing the facilities, equipment, and materials to ensure effectiveness and makes recommendations for change. Adjustments are made to the programs through the Training and Assessment Strategy the session plans and assessment tools.
8. The RTO Manager checks that the physical resources are risk controlled and consistent with Training Package requirements through ongoing internal audits.

## 2. Industry Consultation

Qualify ensures that our training and assessment practices are relevant to the needs of industry and informed by industry engagement (as per Clause 1.5). As per clause 1.6, a range of strategies for industry engagement are utilised and we systematically use the outcomes of the industry engagement to ensure the industry relevance of:

- a) the training and assessment strategies, practices and resources and
- b) the current industry skills of our trainers and assessors.

## Assessment Strategy

Evidence is gathered over time involving a number of assessments rather than on one assessment occasion;

1. Evidence is gathered using a range of assessment methods to allow for differences in student performance.
2. Evidence is gathered on the holistic performance of tasks not on isolated performance.
3. Evidence is gathered based on the students' own performance in a real or a simulated workplace.
4. Qualify assessments are based on competent or not yet competent assessments. A competent assessment is applied only after the student has been successfully completed all assessment tasks and are assessed as fully competent.
5. Qualify will assess multiple units of competency. The Assessment Kits address a number of similar units, these assessments are 'clustered' together to avoid repeating assessments of the same tasks. Care is taken to address all relevant environments and contexts in the assessment process. Any pre-

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requisite requirements for each unit is noted in the Training and Assessment Strategy and where relevant in the front of the section of each cluster.

6. All Assessment Kits are mapped to ensure the assessment tasks included address the requirements of each unit.

### Principles of Assessment

Assessment Kits are developed to ensure they meet the principles of assessment. The principles of assessment are fairness, flexibility, validity and reliability these principles must be met.

#### Fairness

1. At enrolment or prior to commencement of training, Qualify will make Recognition of Prior Learning available to all students.
2. Qualify will ensure any required adjustments are made to the Training and Assessment program for each student.
3. Qualify will consider the students' needs in the assessment process and make reasonable adjustments to accommodate the student (such as providing oral rather than written assessment). However, Qualify will not compromise the rigour of the assessment process (e.g. if there is a requirement to complete documentation in a unit of competency, oral assessment will not be appropriate).
4. Qualify will ensure the student is fully informed of the assessment process and performance expectations before undertaking assessment, each Assessment Kit will include information about the assessment process.
5. If a student is unable to complete the required task to the level described in the assessment requirements, the Trainer Assessors will consider whether the student needs further training before being reassessed. Trainer/Assessors Qualify ensures there is a sound enrolment processes in place to help identify the needs of students and avoid students being enrolled in a course that they will not be able to complete.
6. Qualify has an appeals process in place to provide an avenue for students to challenge an assessment decision and to have a decision reviewed objectively.

#### Flexibility

1. At enrolment, or prior to commencement of training, Qualify will make Recognition of Prior Learning available to all students.
2. Qualify ensures any required adjustments are made to the Training and Assessment program for that student.
3. Qualify takes the student into account in the assessment process and recognises students may already have demonstrated some aspects of the unit through other means. If individual students have demonstrated current skills and knowledge, they will not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.
4. Qualify will use a range of assessment methods to help produce valid decisions and recognise that students demonstrate competence in a variety of ways.

#### Validity

1. Qualify will require students to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessment will occur in a variety of contexts to show that the student is able to apply the skills and knowledge in other situations and can apply their knowledge in a practical way.

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2. Qualify ensures assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as keyboarding, questions about how a keyboard operates may not be valid as this knowledge is not required in order to carry out the task. Instead, Qualify will use questions that demonstrate the knowledge of why the student is doing the task in a particular way.

### Reliability

1. Qualify will conduct assessment moderation to ensure the assessment decisions made by Assessors are consistent across different students and different Assessors in the same unit or module.
2. Qualify has a well-designed assessment moderation procedure in place to ensure the same evidence presented by different students or to different Assessors will result in the same decision. Assessment moderation will reduce variation between Assessors.
3. Qualify has developed benchmark answers to assist with decision-making rules; these are used to judge the quality of the students' performance. This ensures Assessors make consistent judgements about competence. Our Marking Guides include:
  - a. model answers
  - b. descriptions of observations needed to assess skills and application of knowledge in a practical activity
4. Benchmark answers for practical activities are broad enough to allow for variations in the precise task being undertaken and any variations in the context, the 'observable behaviours' are included in the Assessment Kit.

### Rules of Evidence

Assessment Kits are developed to ensure they meet the Rules of Evidence. The Rules of Evidence guarantee the assessment task used to make the assessment decision about competence is valid, sufficient, authentic and current.

### Validity

1. Trainer/Assessors will ensure the evidence collected is directly related to the competency being assessed.
2. Qualify will ensure there is a direct relationship between the assessment tasks or activities students undertake and the evidence presented and the assessment requirements.

### Sufficiency

1. Students are to gather enough evidence to allow the Trainer/Assessors to make a valid judgement of competence.
2. Qualify Trainer/Assessors understand the quantity of evidence may vary between students and some students may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence. In this case, students will be directed to other studies.

### Authenticity

1. Qualify will ensure that evidence gathered 'belongs' to the student being assessed and provides evidence of that person's skills and knowledge.
2. Qualify has the following process in place to ensure the person enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. When a student enrolls in a Qualify course the individuals complete the Student Declaration form and RTO Representatives verifies the identity of a student by sighting the original or certified copies of their photo identification.

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### Currency

1. Currency is important in determining if a student is competent. Qualify Trainer/Assessors are to decide how valid the evidence is, given the time that has passed since the evidence was generated. It is important to note currency is of particular risk when assessing Recognition of Prior Learning, as Trainer/Assessors may be presented with a range of evidence gathered over a number of years. This does not mean evidence that is not recent is not valid; however, Trainer Assessors must ensure there is sufficient evidence of the person's competence at the time the assessment decision is made.
2. Qualify Trainer Assessors must determine whether the evidence is recent enough to show the student is competent at the time the assessment decision is made. This varies to some extent between industries and, as a person with current industry skills and knowledge, an Assessor is well placed to make this judgement.

### Assessment Methods

1. The assessment methods selected to gather evidence from the student will be informed by the unit competence and use a range of factors, including:
  - a. Direct observation of tasks being performed;
  - b. Structured activities that will lead to the demonstration of employability skills;
  - c. Verbal and/or written questioning to check the required knowledge and skills;
  - d. Development of a portfolio of evidence, this can include samples of work both digital and written, and research;
  - e. Projects
3. The assessment tools are mapped against each unit of competency.
4. The implicit skills and knowledge required to perform the task are to be created at the appropriate ACSF level.
5. The level of students' task management skills (managing a number of different tasks within the job) is commensurate with the task requirements and ACSF levels.
6. Implementing contingency management skills (responding to problems, breakdowns and changes in routine) are included in the assessment Kits

### Assessment Mapping

Assessments are mapped to provide a point of reference to ensure evidence is collected to meet the requirements of each unit of competence. Factors incorporated in the mapping may include:

- a. The assessment tasks and activities
- b. The Process, the Trainer/Assessors used to make the assessment judgement
- c. Resources used by Trainer/Assessors

### 3. Assessment Validation

Validation is used as quality review process. It involves checking the assessment tool produced valid, reliable, sufficient, current and authentic evidence. It enables discussion about reasonable judgements. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes if needed.

1. Assessment Tools are validated according to the validation schedule. Each unit of competence listed in the Training and Assessment Strategy must undergo validation at least once over a five year period

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as per the Validation Schedule. The Validation Schedule ensures 50% of units are validated in the first three (3) years.

- a. assessment validation produces valid assessment judgements, and
  - b. ensures graduates have the skills and knowledge required by industry, as expressed in the accredited course.
2. Validation will occur prior to assessment to ensure the assessment tool meets the rules of evidence and the principles of assessment. Trainer Assessors have access to the *RTO F10 Pre-Assessment Validation* tool.
  3. The *RTO F10 Pre-Assessment Validation* tool is used to review assessment resources to identify areas for continuous improvement opportunities. The results of the validation are reviewed by the RTO Manager and implemented as appropriate.
  4. Post Assessment Validation is a review of the assessment judgements made by our Trainer Assessors. Validation is conducted post-assessment and is undertaken in a systematic way. A sample of assessment evidence for the unit or cluster of units being validated is randomly selected. A comparison of assessment results is undertaken for each of the unit of competency to determine whether:
    - a. the decision was based on sound assessment practices, and
    - b. the decision was made after consideration of evidence against all of the relevant requirements, including the principles
    - c. the assessment was based on rules of evidence
  5. Qualify conducts external validation, this occurs when an external party compares our assessment methods, tools, guides and tasks developed to meet the requirements of the relevant unit of competence and accredited course guidelines.
  6. Qualify uses a valid sampling approach to provide a quality review process and allows a reasonable inference to be made that assessment judgements have been valid overall.
    - a. The sample of assessment judgements selected for validation is random and is representative of all assessment judgements.
    - b. To ensure we can reliably predict the likelihood of any assessment judgement being valid. Qualify determines the required sample size by using [www.raosoft.com/samplesize.html](http://www.raosoft.com/samplesize.html) to measure the 'statistically valid sample size'.
  7. The Validation Process will use a 'team' approach where, collectively, team members hold the required qualifications, skills and knowledge. Trainer Assessors can be involved in validation activities, as long as they are not directly involved in deciding the validation outcome for their own assessment decisions.
  8. Qualify Trainer Assessors use the *RTO F11 Post Assessment Validation* tool to record the outcome of the validation session. The RTO Manager reviews the results of the validation and records opportunities for improvement in the Continuous Improvement Register. The RTO Manager ensures all appropriate rectifications are made. Suggestions for improvement through the validation process will be acted upon through the Continuous Improvement Procedures.
  9. The RTO Manager ensures all validation activities are signed off once completed
  10. Additionally, Qualify collects formal and informal feedback from students about the assessment processes used throughout the programs. The feedback collected is used to improve the course assessment tools, and processes used by Qualify.
  11. Qualify retains all evidence to support the validation of assessment process; this is used to demonstrate our assessment systems' effectiveness.

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12. Qualify retains completed assessments for a six-month period as per the Records Management Policy Procedure.
13. Completed assessment items such as assignments are either handed back to students or destroyed once the six-month period has expired.

### People involved in the Validation

1. Qualify selects independent validators who are not involved in the delivery and assessment of the training product being validated and the assessment judgements being considered to maintain professional distance and integrity. The people involved in the validation must have:
  - a. appropriate vocational competencies
  - b. current industry skills and knowledge
  - c. an appropriate Training and Assessment qualification or assessor skill set, and
  - d. current knowledge and skills in vocational teaching and learning

## 4. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is defined as assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion, of a qualification.

RPL is the formal recognition of the skills and knowledge a person has regardless of how or where they have been attained, that is, through informal or non-formal training, work experience, (paid and unpaid) voluntary work and life experience. RPL is a form of assessment and under the AQTF must:

- a. meet the requirements of the relevant Training Package or accredited course
- b. be conducted in accordance with the principles of assessment and the rules of evidence, and
- c. meet workplace and, where relevant, regulatory requirements

Qualify students can seek recognition of prior learning for the qualifications delivered.

### Mixed cases of recognition

1. When a student has studied in the past and has gained a Statement of Attainment in a unit/s of competency that are not fully equivalent to the units noted on the training plan, then participants can request recognition for the Unit/s of Competence and the gap in competency will be assessed.
2. In a mixed case of recognition, an RPL assessment may be used to supplement credit transfer.
3. The quality requirements for credit transfer and RPL will then apply separately to the two processes – assessment of the past studies and assessment of the individual's skills and knowledge.
4. The result of mixed recognition is to be reported as RPL.

## 5. Credit Transfer

### Definition:

“Credit Transfer determines the extent to which a unit of competency is equivalent to the unit/s noted on the training plan, in a qualification”.

Credit Transfers can be granted under any of the following circumstances:

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1. Under the principles of National Recognition a student is granted an automatic credit for any equivalent unit that they successfully completed at any other Registered Training Organisation.
2. When the unit has exactly the same code and title, even if it is not from the same Training Package.
3. The unit reviewed has resulted in minor changes to the unit code e.g. upgrade from an A code to B code. The outcomes of the unit have remained substantially the same and therefore, the unit is equivalent to the new unit.
4. When the unit has been transferred from another Training Package/curriculum and recoded, however the learning outcomes remain the same.

### Procedure

1. The Student completes an Enrolment Form and indicates Credit Transfer will be sought as soon as possible.
  2. The Student decides the units of competency they will apply for.
  3. Student reads the Credit Transfer Policy and Procedures contained in the Student Handbook.
  4. The Compliance Officer receives Enrolment Form and records enrolment of student.
  5. The Trainer/Assessor provides the student with a Credit Transfer application form.
  6. The student completes and submits Credit Transfer application form along with the following documents:
    - a. Qualification Testamur and an Official Academic Transcript\* AND/OR
    - b. Statement of attainment\*
- \* All Documents must be originals or certified true copies. Certified copies must bear an original signature and certification the document is a true copy of the original.
7. The Trainer Assessor grants the Credit Transfer and records the result on the Competency Record and returns completed Credit Transfer Application Form and supporting evidence to Compliance Officer.
  8. Credit Transfer results are recorded on VETtrak by the Compliance Officer.
  9. Credit Transfer application and evidence filed as per Records and File Management Policy and Procedures by the Compliance Officer.

No fees are payable for Credit Transfer, however the student must be enrolled in the qualification.

Refer: RTO PP10 Issuing AQF Certificates and Statement of Attainment

## 6. Skilled Trainers and Assessors

Qualify RTO will comply with the requirements specified in Clause 1.14 and Clause 1.15, to ensure training and assessment is delivered only by persons who have:

1. vocational competencies at least to the level being delivered and assessed;
2. current industry skills directly relevant to the training and assessment being provided; and
3. current knowledge and skills in vocational training and learning that informs their training and assessment

Refer: RTO PP04 Human resource Policy and Procedures

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## Program Conclusion

1. An agreement of a reasonable cut-off date for assessment is made between the Trainer/Assessor and the student.
2. The Trainer/Assessor shall undertake to finalise assessments and provide written feedback with verbal explanation to students.
3. The Trainer/Assessor conducts assessment using validated assessment tools.
4. A judgement on the competence of the students is made based on evidence collected that meets the rules of evidence, dimensions of competency, employability skills, AQF level and in accordance with the Principles of Assessment.
  - a. Students may seek special consideration.
  - b. Students must be assessed as satisfactory against ALL assessment tasks in order to be given an overall assessment of “competent”.
  - c. Students are permitted to keep copies of all assignments submitted if requested.
  - d. Trainer Assessor documents assessment outcome/s on the Competency Record and seeks sign off by Student (where applicable).
  - e. Trainer Assessor sends the Competency Record and supporting assessment evidence to RTO Manager within 5 working days of assessment taking place
  - f. Assessment evidence must align with the Training and Assessment Strategy.
  - g. Where a student is deemed “not yet competent”, options for reassessment must be provided.
  - h. If a student is dissatisfied with the outcome of the assessment, they may ask to be reassessed.
5. When marking assessments, students must be marked Competency Achieved (CA) or Not Yet Competent (NYC). A student is marked Competent (C) if the following criteria has been met:
  - a. Student has achieved all learning outcomes
  - b. Students participation in class is sufficient
  - c. Students work is handed in
6. Student is deemed competent by the Trainer/Assessor, has met all the criteria for assessment.
7. A student is marked Not Yet Competent (NYC) if the Unit learning outcomes are not assessed as competent by Trainer Assessors.
8. Record assessment results for individual assessment tasks as S- Satisfactory and NYS – Not Yet Satisfactory. Assessment results for the whole unit of competency are recorded using the codes on the table below.

Code	Description	Example
CA	Competency achieved	Achieved competence to the required level
NYC	Not Yet Competent	Competence to required level not yet achieved

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<b>RPL</b>	Recognition of prior learning	Achieved competency through the recognition process
<b>CT</b>	Credit Transfer	Achieved competency through the Credit Transfer process

9. The Compliance Officer checks the assessment documentation, competency record and supporting assessment evidence for compliance, if compliant assessment outcomes are recorded in VETtrak.
10. If not compliant, the Compliance Officer documents reasons and returns materials to Trainer Assessor to rectify. Trainer Assessor rectifies issues as per request and re-submits documentation.
11. Qualify Compliance Officer initials and dates Student/s assessment results and enters these into VETtrak and files the assessment task into the student file.
12. Compliance Officer files the Assessment Evidence in the student files.
13. Assessment results are provided to all students by the Trainer Assessor. Trainer Assessors record results for whole units of competency on the Competency Record using the assessment outcome codes listed in the table below. This is provided to the RTO Manager.
14. Individual learning plans are updated each semester.

### Superseded Training Packages

Qualify RTO will ensure where a training product on its Scope of Registration is superseded, all students' training and assessment is completed and the relevant AQF certification documentation is issued or the students are transferred into the replacement qualification, within a period of one year from the date the replacement training product was released on the National Register. For further information regards Policy and Procedure for transitioning a Training Packages, see RTO PP11 Transitioning Training Packages.

### Program Evaluation

1. Quality indicators and evaluations conducted on the programs delivered will enable Qualify to conduct evidence based and outcomes focused continuous quality improvement. Qualify will gather evidence to support the following criteria:
  - a. Student Engagement
  - b. Competency Completions
2. Information is gathered on a continuing basis and the reports generated are submitted to the Continuous Improvement Committee as a standard process to ensure transparent disclosure of the Qualify operations. The outcomes of the evaluations are also reviewed internally by Trainer/Assessors and Management.
3. Quality Indicators are submitted annually as directed in the procedure.

### The Unique Student Identifier

1. Qualify will enable students to access the Unique Student Identifier (USI), the USI is enabled by the Student Identifiers Act 2014, and allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTO's. The online system provides each student with a USI.
2. Qualify will only issue a qualification or statement of attainment to a student after:
  - a. the student has provided their verified USI, or

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- b. we have applied for a USI on behalf of the student
3. Students access or provide their Unique Student Identifier (USI) on enrolment. To access a USI, students can log onto <http://usi.gov.au/Pages/default.aspx> and follow the prompts. Students are to ensure they have one form of ID from the list below.
- a. Examples of acceptable forms of ID:
  - b. Driver's Licence
  - c. Medicare Card
  - d. Australian Passport
  - e. Visa (with Non-Australian Passport) for international students
  - f. Birth Certificate (Australian) \*please note a Birth Certificate extract is not sufficient
  - g. Certificate Of Registration By Descent
  - h. Citizenship Certificate
  - i. ImmiCard
  - j. Contact the office or your trainer if you are unable to access a USI.
4. Students can provide their consent and personal details to Qualify on enrolment. Qualify will apply on behalf of a student through the USI Registry System Training Provider Login or their integrated student management system.

### Related Documents

#### Policies & Procedures

- RTO PP01 Fees, Charges and Refunds
- RTO PP01 Fees Schedule 2020
- RTO PP02 Student Engagement
- RTO PP04 HR and Professional Development
- RTO PP05 Complaints and Appeals
- RTO PP06 Quality Management
- RTO PP07 Governance, Administration and Business Continuity
- RTO PP08 Financial Management
- RTO PP09 Records Management
- RTO PP10 Issuing AQF Certificates and Statement of Attainment
- RTO PP11 Transitioning Training Packages
- RTO PP12 Marketing Accuracy Integrity
- RTO PP13 Student Code of Conduct
- RTO PP14 Qualify Student Information Kit
- PP12 Privacy Policy

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