

## Policy Overview:

The Instruction Company (TICRail) will ensure that high-quality training and assessment practices are implemented so that students are equipped for employment and/or for further study. Additionally, TICRail will ensure that the training and assessment practices lead to employers having confidence that graduates hold the skills and knowledge necessary to enter the relevant job market.

## Objective:

This policy is designed to ensure that assessment within the organisation:

- Meets the needs of all students, clients, staff and stakeholders
- Provides clear guidelines for staff on assessment practices
- Meet the requirements outlined in the principles of assessment and rules of evidence
- Is undertaken by qualified trainers and assessors
- Meets the requirements of all training package and relevant regulatory bodies

## Staff Responsible:

- Administration
- Compliance
- Operations
- Curriculum Developers
- Trainers and Assessors

## Compliance Standards:

This policy relates to the following Standards for RTO's 2025: 1.1-1.6, 3.2-3.3, 4.4 and Credential Policy.

## Related Policies/Templates/Documents:

- All assessment instruments and tools
- Assessment templates
- F-021.6 TAS Template
- F-061.6 Trainer Matrix
- F-102.6 Appeals Form
- F-150.6 Code of Conduct Trainer and Assessor
- F-511.6 Professional Development Record and Approval Form
- F-514.6 Training Delivery Review Form
- P-003.6 Record Management and Maintenance Policy and Procedure
- P-006.6 Complaints and Appeals Policy and Procedure
- P-009.6 Industry Engagement Policy and Procedure
- P-018.6 Reasonable Adjustment Policy and Procedure
- P-029.6 Practical Placement Policy and Procedure
- P-048.6 Recognition Policy
- P-051.6 Validation Policy and Procedure
- P-061.6 Training and Assessment Materials Development Policy and Procedure
- P-500.6 Trainer and Assessor Policy and Procedure

## Definitions:

**Assessment** means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.

**Assessment Judgement** means a determination of whether competency has been achieved by a VET student consistent with the training product and this instrument.

**Assessment System** means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of this instrument.

**Assessor** means a qualified person who has the competencies required under the Standards for RTOs and relevant Training Package or Curriculum Qualification and who assess a learner's competence.

**Assessment tool** is a term used that contains all the assessment instructions, scenarios, questions, instruments used in conducting assessment as a form of evidence.

**Formative Assessment** – assessment assists and supports training by monitoring and advising clients of their performance and rate of progress against the training outcomes. This provides feedback to the client, supervisor and trainer on what development activities are needed to achieve the required competencies. Generally observations, portfolios and projects are used as common formative assessments as these take place over a period of time and in conjunction with training.

## Principles of Assessment

### Fairness

- The individual student's needs are considered in the assessment process.
- Where appropriate, reasonable adjustments are applied by the training provider to consider the individual student's needs.
- The training provider informs the student about the assessment process and provides them with the opportunity to challenge the result of assessment and be reassessed if necessary.

### Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs;
- assessing competencies held by the learner no matter how or where they have been acquired;
- 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.

**Validity** - Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- 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;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability** - Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Reasonable Adjustments** include any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the Disability Standards for Education 2005.

## Rules of Evidence

- **Validity** - The assessor must be assured that the student has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirement.
- **Sufficiency** - The assessor must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a student's competency.
- **Authenticity** - The assessor must be assured that the evidence presented for assessment is the student's own work.
- **Currency** - The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**Summative Assessment** is cumulative evaluation of achievement of the Training outcome. Often conducted in the workplace or a simulated workplace (depending on the qualification/unit of competency), summative assessment confirms achievement of the competency requirements have been met for the unit. Some examples of standard summative assessments are demonstrations, knowledge based tests and practical placements.

**Training and Assessment Strategy (TAS)** is documented framework to guide and structure assessment arrangements for a VET qualification.

**Training Package** - A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise.

### 1. Implementation, Monitoring and Evaluation of Training and Assessment Strategies

TICRail will ensure that their Training and Assessment Strategies (TAS):

- Are consistently monitored to ensure ongoing compliance
- Are systematically evaluated and uses the outcomes of evaluations to continually improve TICRail's training and assessment strategies and practices
- Are consistent with the requirements of the training package
- Including the appropriate amount of training
- Include information about the trainers and assessors who will deliver and assess each qualification
- Mode of delivery
- Number of units and/or modules being delivered as a proportion of the full qualification (where applicable)
- Educational support services to meet the needs of the learner cohort
- Learner resources to meet the requirements of the unit of competency
- Facilities and equipment to accommodate and support the number of learners undertaking the training and assessment
- Operations to use the training delivery review tool to evaluate how each trainer and assessor performs.

### 2. Training and Assessment Development

It is the responsibility of Curriculum to ensure all assessments purchased, developed and/or contextualised are consistent with:

- Being designed in accordance with the P-061.6 Curriculum Development Policy and Procedure.

- The relevant Training and Assessment Strategy (TAS).
- Meeting the Rules of Evidence and Principles of Assessment.
- Addressing all training package and industry regulatory requirements.
- Training is informed by industry representatives to ensure its industry relevance.
- Being validated prior to implementation. Refer to P-051.6 Validation Policy and Procedure.

### 3. Conducting Training

It is the responsibility of TICRail to ensure any training conducted is:

- in accordance with the Training and Assessment Strategy
- consistent with requirements of training product
- allowing students to attain skills and knowledge
- structured and paced to support students progress, providing sufficient time for instruction, practice and feedback
- supporting students understanding through training techniques, activities and resources

### 4. Conducting Assessment

It is the responsibility of TICRail to ensure any assessments conducted for both assessment pathway and recognition of prior learning are:

- in accordance with the Training and Assessment Strategy
- consistent with requirements of training product
- assessment tools reviewed prior to use to ensure assessment can be conducted in accordance with principles of assessment and rules of evidence – and any outcomes inform any necessary to assessment tools
- Students are notified on the assessment system and readiness for assessment is confirmed in a timely manner
- Students are assessed by a qualified person who holds:
  - The relevant Training and Education (TAE) competencies.
  - Relevant vocational competencies at least to the level being delivered and assessed.
  - Industry currency directly relevant to the assessment being undertaken.
  - Continuous development of their VET knowledge and skills as well as their industry currency and competence as an assessor. Refer to P-500.6 Trainer and Assessor Policy and Procedure
  - Third parties and Subject Matter Experts (SME) gathering workplace evidence must meet the requirements as outlined in the 2. Assessments procedure.
- performed following the rules of evidence and principles of assessment, and the 3. Assessments procedure.
- Is conducted following TICRail's F-150.6 Code of Conduct Trainer and Assessor
- Ensures that the process for both pathways for collecting evidence is suitable, consistent, sufficient, current and valid to make a judgement of competent performance
- Is moderated by qualified assessors when required to ensure a valid and fair outcome
- Reassessment to be conducted as per the reassessment instructions provided in Reassessment Section of the 3. Assessments procedure.
- Any reasonable adjustments are documented and reported as per F-018.6 Reasonable Adjustment Policy and Procedure.
- Students are provided with feedback on the assessment outcome and provided with rights to appeal if required. Refer to P-006.6 Complaints and Appeals Policy and Procedure.