



Government of **Western Australia**
North Metropolitan **TAFE**

Training and Assessment Policy

PCY122

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Note: this document is available in alternative formats upon request including electronic format, hard copy (standard and large print) or audio format.

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All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all College employees

Policy Statement

North Metropolitan TAFE (NMT) is committed to the delivery of high quality training and assessment services to its students. This policy guides the systematic planning, implementation and review of the training and assessment strategies and practices provided by North Metropolitan TAFE (NMT) and those delivered on its behalf.

Scope

The policy applies to the training and assessment of all nationally endorsed training package qualifications, VET accredited courses, skill sets and units of competency listed on North Metropolitan TAFE's scope of VET Registration and any other non-accredited training. These include nationally recognised training which may be publicly or commercially funded, delivered either onshore or offshore or through third party arrangements.

Principles

The Training and Assessment policy is based on the following principles:

- the training delivered by NMT meets industry requirements (as set out in the training package or accredited course) and has integrity for employment and further study;
- the needs of both learners and industry are considered;
- NMT's trainers and assessors are suitably qualified and experienced to meet the requirements of the Standards for RTOs (Clauses 1.13 – 1.17). In addition, all lecturers including casuals must obtain the *TAE40116 Certificate IV in Training and Assessment* (or its successor) within two years of employment by the College;
- assessment strategies and practices are developed and conducted in accordance with the *Principles of Assessment* and *Rules of Evidence*;
- Quality training and assessment is based on a continuous improvement cycle of four phases:
 - Phase 1: Research and develop
 - Phase 2: Prepare for training
 - Phase 3: Train and assess
 - Phase 4: Review, evaluate and action

When commencing a new program, all phases of this cycle will be completed. Phase 1 may be omitted when undertaking any repeat cycles of delivery.

Phase 1: Research and development

The training and assessment strategies and practices are based on industry and learner needs through:

- stakeholder research and analysis including industry engagement which informs the development of the strategy and practices to be used;
- an understanding of relevant legislation, training packages and the training environment;

- being consistent with the Australian Qualification Framework; and,
- the documentation via a *Training and Assessment Strategy* (TAS).

Phase 2: Prepare for training

The training and assessment strategies and practices are consistent with the requirements of training packages, VET accredited courses and relevant legislation through:

- determining the existing skills, knowledge and experience of the learner;
- developing of learning and assessment plans, and mapping of assessment tools to the relevant unit of competency and training package requirements;
- conducting validation of the assessment plans and tools;
- employing suitably qualified trainers and assessors (as per the Standards) to conduct all training and assessment; and,
- allocating sufficient training resources– staff, facilities and required equipment.

Phase 3: Training and assessment

The training and assessment strategies and practices are transparent and available to prospective and current learners and include:

- the provision of accurate and accessible information;
- identifying learner needs and any required support;
- orientation/induction, learning and assessment plans, managing student behaviour and attendance monitoring;
- providing Skills Recognition (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC), and Credit Transfer);
- achieving quality assessment outcomes through practices based on the *Principles of Assessment* and *Rules of Evidence* and providing students with one (1) re-assessment opportunity per assessment tool unless otherwise stated in the Learning and Assessment Plan;
- applying special consideration and reasonable adjustment to assessments as appropriate;
- providing a process for students to appeal assessment processes and decisions.

Phase 4: Review, evaluate and action

The training and assessment strategies and practices are systematically reviewed, evaluated and appropriate actions taken through:

- gathering feedback on training and assessment via student satisfaction surveys, employer satisfaction surveys, industry engagement, module load completion rate, complaints and feedback;
- review and validation of assessment tools, processes and student evidence and assessor decisions; and,
- continuous improvement resulting in updated training and assessment strategies based on feedback and review.

Definitions and Acronyms

Assessment Tool	Assessment tools include the following components: the context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the assessment outcome (i.e. the assessment decision-making rules).
Academic Appeal	Academic Appeal – is a review of a decision relating to an assessment, academic progress or award
Complaint	A complaint is an expression of dissatisfaction with an NMT service, product, facility, third party provider or action of a person or persons.
Credit Transfer	Credit Transfer is a process that provides the student with an exemption from relevant units within a course. This process involves the mapping and evaluating the assessment outcomes (skills and knowledge) of one unit of competency against the assessment outcomes (skills and knowledge) of another unit of competency.
National Recognition	National Recognition is where a student is granted an automatic credit for any unit that they successfully completed at any other Registered Training Organisation (RTO)
Principles of Assessment	When developing assessment tools and conducting assessment, the principles of assessment must be met. This requires the assessment to be fair, flexible, reliable and valid.
Reasonable Adjustment	Reasonable adjustment refers to adjustments that can be made to the way in which evidence of student performance can be collected. Adjustments can be made to meet the needs and characteristics of the applicant/s being assessed, and taking into account any equity requirements while meeting the Unit assessment requirements.
Recognition of Current Competencies	Recognition of Current Competencies (RCC) is where a student has previously successfully completed the requirements for a unit and is now required (e.g. by a licensing authority) to be reassessed to ensure that competency is being maintained.
Recognition of Prior Learning	Recognition of Prior Learning (RPL) means an assessment process that assesses the knowledge and skills of a student that may have been acquired

	through formal, non-formal and informal learning to determine the extent to which that student meets the requirements specified in the training package or VET accredited courses.
Rules of Evidence	When collecting evidence for assessment, the rules of evidence must be met. This requires the evidence to be valid, sufficient, authentic and current.
Standards for Registered Training Organisations (RTOs) 2015	The Standards form part of the VET Quality Framework, a system which sets out the requirements for an organisation to operate as a Registered Training Organisation.
Skills Recognition	Skills recognition is a formal process whereby a student's knowledge and skills are recognised through Credit Transfer, Recognition of Current competencies (RCC), or Recognition of Prior Learning (RPL).
Validation	Validation is the quality review of the assessment process. It involves reviewing each assessment tool to ensure the collection of valid, reliable, 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.

Associated Procedures

- Trainer and Assessor Competency and Currency Procedure ([P122A1](#))
- Assessment Validation Procedure ([P122A3](#))
- Re-assessment Procedure ([P122A4](#))
- Skill Set Registration Procedure ([P122A6](#))
- Qualification Assessment Procedure ([P122A7](#))
- **Recognition of Prior Learning** (RPL) Procedure ([P122A8](#))
- Credit Transfer Procedure ([P122A9](#))
- Issue of NEW Construction Induction Cards ([P122B2](#))
- Issue of Replacement Construction Induction Cards ([P122B3](#))
- Assessment Submission and Feedback Form (White Card) ([F122B2](#))
- Auto Credit Transfer of Equivalent Units Procedure ([P122C1](#))
- Auto Credit Transfer for Equivalent Units ([F122C1](#))
- Recognition of Prior Learning (RPL) Application Form ([F122A1](#))
- Academic Misconduct Incident Report ([F122A2](#))
- Training and Assessment Strategy (TAS) ([F122A3](#))
- Post-Assessment Validation ([F122A4](#))
- Pre-assessment Validation ([F122A5](#))

- Trainer & Assessor Competency Matrix ([F122A6](#))
- Record of Industry Engagement ([F122A7](#))
- Assessment Mapping Matrix ([F122A8](#))
- Assessment Summary Record ([F122A9](#))
- Five Year Validation Plan ([F122A11](#))
- Assessment Task Tool ([F122A12](#))
- Instructions to Assessors and Marking Guide ([F122A13](#))
- Learning and Assessment Plan ([F122A14](#))
- Credit Transfer Application ([F122A15](#))
- Assessment Submission Form and Feedback ([F122B1](#))
- Trainer and Assessor Vocational Competence & Industry Currency Guidelines ([G122A1](#))
- Lesson Plan Guidelines and Template ([G122B1](#))
- Validation of Assessment Guidelines ([G122A3](#))
- Supervision Record ([WI122A4](#))
- Scoping Guidelines Skill Sets ([G122A5](#))
- TAE Upgrade Supervision Record ([WI122A6](#))
- Student Study Plan Adjustment Form ([F122A16](#))
- Academic Appeals Procedure ([P170A1](#))

Related Policies and Other Relevant Documents

- Academic Appeals Policy ([PCY170](#))
- Transition of Training Products Policy ([PCY46](#))
- Complaints and Feedback Policy ([PCY068](#))
- NMT Fees and Charges Policy ([PCY112](#))
- [DTWD - VET Fees and Charges Policy 2019](#)
- [DTWD - Duty Of Care Policy For Minors Attending TAFE Colleges](#)

Relevant Legislation

- [Standards for Registered Training Organisations \(RTOs\) 2015](#)
- [Australian Qualifications Framework](#)

Review Date

January 2024

Contact Information

Director Quality and Development

Revision History

Version No.	Approved/ Amended/ Rescinded	Date	Approval Authority	Amendments
1.1	Amend	21/02/20	Quality Assurance Consultant	Minor amendment to TAE
1.2	Amended	Jan 2022	Director Q&D	