



GLOBAL
TRAINING
INSTITUTE®

SKILLS. KNOWLEDGE. HOPE.

Assessment Policy and Procedure

Document ID:	Title: Assessment Policy and Procedure	Operational Area: Training and Assessment
Revision: 001	Prepared By: Global Training Institute	Date Created: 1 July 2018
Effective Date: 15 October 2019	Reviewed By: Shane Botting	Date Reviewed: 15 October 2019
Date Approved: 15 October 2019	Approved By: Shane Botting	Page Numbers: 7

Purpose

The purpose of the *Assessment Policy and Procedure* is to ensure that all assessment undertaken by Global Training Institute (GTI) meet the requirements of the relevant training package as published on training.gov.au. Additionally, the *Assessment Policy and Procedure* is designed to ensure that all assessment undertaken by GTI is delivered in a manner consistent with the Principles of Assessment and Rules of Evidence.

Scope

The *Assessment Policy and Procedure* applies to all assessment undertaken by GTI toward nationally recognised units of competency or qualifications.

Responsibilities

Responsibility for the delivery of assessment begins with the CEO of GTI and moves through the reporting hierarchy to ultimately rest with the assessor. The CEO is responsible for ensuring that the RTO uses an assessment system which will allow all assessments to meet the requirements of the relevant Training Package, the Principles of Assessment and the Rules of Evidence. The Assessor is responsible for the delivery of assessment following the instructions detailed within the assessment tool or model answers.

Definitions

"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.

Principles of Assessment

"Fairness"

The individual student's needs are considered in the assessment process and, where appropriate, reasonable adjustments are applied wherever reasonably practicable by the RTO to take into account the individual student's needs.

The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

"Flexibility"

Assessment is flexible to the individual student where appropriate, feasible and reasonable by:

- Reflecting the student's needs;
- Assessing competencies held by the student as reasonably practicable; and

- 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 student.

Validity requires:

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

“Reliability”

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

Rules of Evidence

“Validity”

The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

“Sufficiency”

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.

“Authenticity”

The assessor is assured that the evidence presented for assessment is the student's own work. Students submitting assessments to the LMS agree all submission are their own work by doing so.

“Currency”

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or current industry practices.

Alignment

AQTF 2010	
Conditions:	3, 9
Standards:	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4
Standards NVR Registered Training Organisations 2012	
4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 9.1, 9.2, 14.1, 14.2, 20.1, 20.2, 25.1, 25.2	
Standards NVR Registered Training Organisations 2015	
Clause 1.8	
VET Student Loans Rules 2016	
Section 90	

Policy Statement

The Assessment System

The CEO of GTI will ensure, through the implementation of a consistent and systematic assessment system, that:

- All assessments meets the Training Package, Accredited Course, Unit of Competency or Skill Set requirements as published on training.gov.au;
- The assessment meets workplace performance standards as defined in the Training Package;
- Assessment tools meet the requirements of the Principles of Assessment and are valid, reliable, flexible and fair;
- The assessment evidence collected and analysed meets the requirements of the Rules of Evidence and is sufficient, valid, authentic and current; and
- All evidence submitted as part of applications for RPL meet all assessment requirements, including the requirements of the training package, the Principles of Assessment and the Rules of Evidence.

Procedure

Principles of Assessment

Training and assessment staff must ensure that assessment tools and processes are valid, reliable, flexible and fair.

To confirm the validity of an assessment, trainers and assessors will take every precaution to ensure that:

- All assessment tasks are thoroughly mapped against the entire requirements of the unit of competency; and
- The assessment tools which a student is required to complete to be deemed competent in a unit of competency are clearly detailed with no ambiguity around the requirements of competence.

To confirm the reliability of an assessment, trainers and assessors will take every precaution to ensure that:

- All assessment tools have an associated marking guide or model answer so that all assessors are able to make consistent judgements regarding competency;
- Moderation procedures of GTI are applied and any inconsistencies in assessment decisions identified.

To confirm fairness, trainers and assessors will take every precaution to:

- Consider the student's needs and make any reasonable adjustments allowed by GTI to aid in the student's progression;
- Communicate clearly with the student regarding the *Recognition of Student Needs*;
- Inform the student fully regarding the assessment process;
- Inform the student of how to challenge the assessment result under the GTI's *Complaints and Appeals Procedure* if necessary.

To confirm flexibility, trainers and assessors will take every precaution to ensure that the assessment:

- Reflects the student's ongoing professional development intentions and employment requirements;
- Is appropriate to the student's current level of competency; and
- 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.

Rules of Evidence

Trainers and assessors must ensure that assessment evidence is sufficient, valid, authentic and current.

It is the responsibility of the trainer and assessor to ensure that all assessment tools detailed in the mapping document and the training and assessment strategy are implemented.

Trainers and assessors may integrate any assessment moderation within the continuous improvement cycle.

Training Package, Accredited Course, Unit of Competence or Skill Set Requirements

Management must confirm that trainers and assessors have the competencies specified in the Training Package, Accredited Course, Unit of Competency or Skill Set.

Certification

Training and assessment staff must confirm that all competencies required for the qualification have been demonstrated according to the Training Package, Accredited Course, Unit of Competency or Skill Set requirements prior to the issuing of any Qualification or Statement of Attainment.

Assessment Records

It is the responsibility of the CEO to ensure that the assessment system maintains effective records in accordance with any record system and governing and funding body requirements.

Assessment Review

If an assessment review is requested by the student, the student will not be victimised or discriminated against when using the relevant processes and procedures for seeking a review.

The student simply needs to request a review in writing for the review to be undertaken.

Another trainer or The training manager who has not been working with the student requesting the review will undertake the review of the student submission.

The review must be undertaken within 2 weeks of the students written request being received by the office.

The review must provide back to the student ta comprehensive response to ensure there is no ambiguity in the response. The response will be made either through the student portal or via email.