TRAINING & ASSESSMENT GUIDELINES

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Purpose

The purpose of this policy and procedure is to outline the approach taken by The MTA Group to deliver high quality training and assessment.

Definitions

AQF means Australian Qualifications Framework which can be accessed at http://www.aqf.edu.au/

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

Competency Based Learning
Competency Based Learning is learning that is gained either formally or informally. It is assessed in a range of ways to evidence that the skills and knowledge learned are at the level that meet the needs of the particular task/job the skills and knowledge relate to. i.e. that the learner can do the job proficiently and safely.

Training can be both formal and informal.

Informal Training
As the name suggests, relates to learning that is gained through one or more processes which are not conducted as part of a formal training course/program such as a classroom scenario. Predominantly, this learning is attained on-the-job rather than within a learning institution.

Informal training may include:

- Learning and completing a variety of "new" tasks during normal working routine. i.e. the learner is shown/observes how to complete a task and then repeats that task a number of time.

- "Coaching on the run" i.e. the learner is observed completing a task during the course of their normal work routine. The supervisor then coaches the learner on how to complete the task more effectively, proficiently, correctly.

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the RTO

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

Task Skills	The skills needed to perform a task at an

	acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
Task Management Skills	These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
Contingency Skills	The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
Job Role/Environment Skills	The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
Transfer Skills	The ability to transfer skills and knowledge to new situations and contexts.

Formal Training
This type of training may include:

- attending "off-the-job" learning sessions at a learning institute.
- attending a group training session conducted by an external trainer/facilitator on the worksite.
- "one on one" session with a mentor or workplace supervisor.

completing program workbooks, assignments or online reading or tasks.

MTA

The MTA Group Training Scheme Inc – RTO

MTA RTO

The MTA Group Training Scheme Inc – RTO

Principles of Assessment means assessment decisions are based on the principles of fairness, flexibility, validity and reliability, which definitions of each of these as outlined below[1]:

Fairness	The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied 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 by: • reflecting the student's needs; • assessing competencies held by the student no matter how or where they have been acquired; 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 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 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 associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the RTO.

[1] Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015. Accessed on December 8, 2014, from* *http://www.asqa.gov.au/verve/_resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf*

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015[2].

RTO means Registered Training Organisation

Rules of Evidence means that the evidence on which an assessment decision is based is valid, sufficient, authentic and current, with definitions for each as outlined below: [3]

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 judgment 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.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

SRTOs means the Standards for RTOs 2015 – refer to definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework

[2] Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for RTOs 2015. Accessed on December 8, 2014, from* *http://www.asqa.gov.au/verve/_resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf*

[3] Definitions quoted from ASQA as above.

POLICY

The MTA Group is committed to delivering high quality training and assessment services to all students.

The MTA Group has processes in place to ensure that students are delivered training and assessment that is in line with the relevant training package, the AQF and the Standards for RTOs 2015.

The MTA Group ensures that:

- All students undertake a course screening process prior to entry
- All students meet course entry requirements
- Trainers and Assessors have the relevant training and assessment qualifications, the relevant industry qualifications, and industry currency, to deliver the courses they are employed to deliver
- It assesses students in line with the principles of assessment and rules of evidence
- RPL and credit transfer is offered to all students
- It undertakes systematic validation of it's training products in accordance with the Standards
- It maintains, and provides students with, suitable and sufficient resources to deliver each course in line with the Standards, the AQF and the relevant training package
- It has a detailed training and assessment strategy in place for each course that it offers, outlining the strategy for delivery, Trainer & Assessors to deliver the qualification, the amount of training provided, training methods, assessment methods and other key information pertaining to course delivery
- It undertakes industry consultation with key stakeholders to ensure that they are delivering courses that are relevant to industry and provide learners with satisfactory outcomes
- Students are provided with adequate feedback in addition to an opportunity to resubmit where required
- Where practical placement is required:
    - Students are assessed practically by qualified trainers and assessors
    - Trainers and Assessors with appropriate qualifications and skills assess students in the workplace
    - Strict monitoring processes are in place
    - Agreements are in place with work-place providers to ensure the adequacy of placement and the health and safety of students whilst on placement
- Students are provided with information relating to, and the opportunity to appeal assessment decisions
- It monitors students assessments for cheating, plagiarism and collusion
- It has strict monitoring procedures for any third parties carrying out assessment on its behalf
- It maintains adequate records of assessment in line with the Standards for RTO's 2015

- It seeks feedback on, and undertakes regular reviews of it's training products to ensure it is continuously improving their services.

Delivery of Quality Training

The MTA Group provides quality training to its students for all Courses. This means:

- Providing an appropriate amount of training for each Course to ensure effective outcomes for students in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
- Providing suitable educational and support services sufficient to meet the numbers of students enrolled with the RTO.
- Providing training resources that are accessible to students regardless of their location or mode of delivery.
- Ensuring there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO's Skilled Trainers and Assessors Policy and Procedures, who are able to deliver the Courses on the RTO's scope to the number of students enrolled with the RTO.
- Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

Course Screening & Entry Requirements

- Whilst Motor Trade Association Group Training Scheme Registered Training Organisation (MTA) courses and VET qualifications are open access, to ensure the success of an individual, all students are required to complete an LLN to determine that they have the minimum language, literacy and numeracy skills.
- Additionally, all learners should meet basic computing skills to ensure that they are able to successfully complete the program i.e. internet use for appropriate research and word processing to a level to be able to complete assessments. To determine this, all applicants are required to complete a digital literacy assessment prior to entry. https://oars.acer.edu.au/the-mta-group-training-scheme-inc-workready
- If a learner does not meet the minimum requirements as a part of our State Funding Agreement we have contracted MADEC to undertake LLN support services in order to provide the required skills for the students to meet the course requirements.
- If a learner does meet the minimum requirements, but has demonstrated areas where they may need additional support, an individual learning plan will be put in place to ensure adequate support services are in place for the student.
- Trainer/assessors are made aware of any pre requisite qualification requirements and provide the appropriate recommendation and direction for those learners who do not meet the pre requisite. Trainer/Assessors may access additional information and direct learners to AQF Guidelines http://www.aqf.edu.au for additional information in regards to qualification levels.

Assessment Principles

The MTA Group has an assessment system that ensures assessment:

- Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
- Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
- Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
- Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
- Considers the students' dimensions of competency when making all assessment decisions.

To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.

The MTA Group has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the Assessment Validation Policy & Procedure for further information.

Training & Assessment Strategies & Industry Consultation

- The MTA Group engages effectively with industry on each of the courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a course is delivered and structured.
- A comprehensive Training and Assessment Strategy is developed and implemented for each Course on the MTA Group's Scope of Registration. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
- Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
- Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the road-map to the delivery of each course, in conjunction with The MTA Group's policies and procedures.
- Trainers and assessors are provided with the Training and Assessment Strategy for each Course they train and/or assess to ensure consistency and compliance with the requirements

Submission, Feedback and Re-Assessment

- Written and theoretical tasks will be assessed within 4 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.

- Students have up to two attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

Practical Placement

Where a student is required to attend a practical placement, The MTA Group will:

- Ensure adequacy of the placement facility prior to the student commencing by completing a pre-placement checklist
- Ensure that the employer is aware of and can meet all of the expectations of being a Host Workplace, are sufficiently equipped to host a student for the relevant Course and understand their obligations.
- Ensure a Practical Placement Agreement is in place and signed by the student, the Host Employer and the RTO.
- The original signed Practical Placement Agreement will be kept in the student's file and a copy will go to the Host Employer.
- Monitor the placement to ensure that both the Host Workplace and the student are meeting their obligations under the Practical Placement Agreement.
- Ensure the Host Workplace is engaged in the process of training and assessment for the students attending their workplace and have an opportunity to provide feedback on the student's performance, the Course and the MTA Group.

Suitable & Sufficient Resources

The MTA Group ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified.

Appeals

Students have the right to make an appeal against an assessment decision by following the Complaints and Appeals Policy and Procedure.

Cheating, plagiarism and collusion

Students are expected to complete all assessments ethically and without plagiarism, collusion or cheating.

Any students suspected of unethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts, the student may be asked to withdraw from the course.

Third Party Assessment

Any third party delivering training and assessment services on behalf of The MTA Group are required to deliver them in line with The MTA Group's policies and procedures and a written agreement will be put in place to outline the roles and responsibilities of each party. Refer to the Third Party Agreements Policy and Procedure for further detail.

Record Keeping

The MTA Group will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf. This means that assessments and all related evidence will be kept on file for at least 6 months after the assessment decision has been made.

Feedback

The MTA Group collects feedback about its training and assessment practices and systems from students, trainers/assessors and industry. Feedback will be collected regularly, collated and analysed in order to bring about effective improvements. Refer to the *Quality Assurance & Continuous Improvement Policy & Procedures* for further details.

Access & Equity

The Equal Opportunity Act 1984 (SA) required all persons to be treated fairly and not to be discriminated against on the grounds of any perceived or real difference.

MTA complies with the legislation and requires all of its employees and contractors to be fully aware of Access & Equity Policy and Procedure. Trainer/Assessors should ensure that learners are referred to Participant Information Booklet for Access & Equity information.

Trainer/Assessors should recommend to learners to advise MTA of any particular requirements they may have in regards to special learning needs or modification of the learning environment. MTA will, within the bounds of reasonableness, attempt to address the learners' requirements.

PROCEDURES

COURSE SCREENING & ENTRY REQUIREMENTS

Prior to entry, each student is required to undertake a course screening.

Assessing individual needs

- Review Application or Enrolment Forms to identify if the student has indicated they require any additional support on the form.
- Individual needs may also be identified verbally during initial enquiry, entry interviews or LLN assessment to identify the level of support required.
- The Training Manager or Trainer will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers.
- A student may not be offered a place for enrolment if the RTO is not able to support the student in the course.

Language, literacy and numeracy assessments

- Students will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered.
- Use the LLN Marking Guide to assess the test.
- The outcome will be used to identify the current level of LLN skills the student has and the support required for the course. An individual support plan may be developed to outline the support required for the student.

Individual support plans

- For students that have had individual support requirements identified, an Individual Support Plan will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course.
- This may include:
    - Additional one-on-one support from the trainer/assessor.

  - Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor.
  - Adjustments to the way training resources are accessed or provided.
  - Adjustments to the way assessments are to be conducted or extra time for assessments.
  - Additional online support
- Linking with additional resources in the community

The MTA Group Assessment Process:

The assessment process completes the learning pathway as it confirms what has been learned. The assessment process should be accessible and flexible for all learners.

Dependent upon whether the assessment is based on Credit Transfer, RPL or training undertaken the assessment process may include:

Work based tasks	Written assignments and/or projects
Written or oral question and answers	Third party feedback
Workbooks	Written Assessments
Workplace evidence	Discussion/Interview
Role Plays	

All of MTA's programs are nationally accredited and units achieved can be counted towards full qualifications.

MTA will generally require a minimum of 3 different items of evidence per unit, including one oral or written assessment. However, at the discretion of the Assessor, if one item of evidence provides conclusive confirmation of competency at the industry level this will be sufficient.

If the written assessment is not conducted in the presence of a MTA authorised trainer/assessor, an additional number of "sample" questions from the assessment will be required to validate the completion the assessment by the learner.

Skills Recognition (Recognition of Prior Learning [RPL])
Skills Recognition (RPL) is the process of formally acknowledging the skills and knowledge a learner has and measuring them against the units of competency included in the course/program they are undertaking.

Skills Recognition assessment considers evidence such as:

- work experience:
  - → knowledge and skills that have been learnt and practiced in the course of employment.

- life experience:
  - community group involvement,
  - business pursuits,
  - sports and/or hobbies,
  - household management,
  - previous training

The type of evidence and how the evidence is provided for Skills Recognition is also flexible and may include:

- copies of Statements of Attainments or Certificates.
- third party written or verbal feedback/references.
- hardcopy examples of work.
- video/DVD/live demonstration of skills.
- presentations.
- oral or written assessment.
- completing a project.
- discussion or interview.

Some of the advantages for Skills Recognition (RPL) are:

- earlier completion of the qualification;
- fewer days to attend training;
- training and learning is focused on new skills and knowledge;
- in some instances lower cost for learner.

All learners should be appraised of the advantages, availability and requirements of Skills Recognition (RPL) prior to enrolling for a course/program.

Credit Transfer (CT)
Credit Transfer is the recognition of Qualifications and Statements of Attainment issued by other Australian Registered Training Organisations (RTO's).

Credit Transfer recognition requires:

- **that the document is an original or a *notated copy.

- that the unit/course/qualification(s) were issued by an RTO registered under the VET Quality Framework and must include:
  - → the RTO's name
  - → the RTO's National & State Code
  - → the individual Units of Competency National Codes and the Qualification Code the units form part of or the Qualification Code for the completed qualification
  - → date issued
  - → document registration/ID number.
- that the unit/course/qualification(s) are acceptable under the guidelines relevant with the Nationally Endorsed Training Package.
- are verified by MTA.

* A notated copy is a copy which has been witnessed as a true and correct copy of the original by an authorised notary (a person authorised under law to sign Statutory Declarations).

* A learner may have their copy witnessed by a MTA trainer/assessor if the original is provided for comparison at the time the copy is lodged.

Validation
Validation is a quality review process that confirms our RTO's assessment system can consistently produce valid assessment judgements.

A valid assessment judgement is one that confirms a learner holds all of the knowledge and skills described in a training product.

Validation activities are generally conducted after assessment is complete—so that an RTO can consider the validity of both **assessment practices and judgements**.

Validation involves checking that our assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows our RTO to make reasonable judgements about whether training product requirements have been met.

The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The validation process also includes acting upon any recommendations for future improvement.

As part of validation, our RTO must have a documented plan which describes:

- who will lead and participate in the validation activities
- which training products will be the focus of the validation
- when assessment validation will occur, and
- how the outcomes of those activities will be documented and acted upon.

See the RTO Validation Plan for more detail.

ASSESSMENT DELIVERY & MARKING GUIDELINES – FORMATIVE WRITTEN & ORAL ASSESSMENTS

OVERVIEW

All written assessment and oral verification will be graded as Satisfactory or Not Yet Satisfactory. Competency Achieved for a unit or cluster of units is resulted only once the student has successfully achieved both the written assessment with oral verification if required and the summative skills assessment.

The RTO has quality control procedures in place to ensure consistency in the processes used for both learning and assessment. These guidelines relate specifically to Formative written and oral assessments and form part of these procedures. It is compulsory that all Trainers/Assessors comply with these guidelines.

Valid, fair and reliable assessment depends on the consistency of the approach and protocols determined by the RTO. Trainers/Assessors are not permitted to exercise flexibility over these guidelines at any time without the express permission of the Accountable Officer or in their absence the RTO Manager.

All issues related to assessments must be raised with the Accountable Officer and are subject to validation committee meeting examination prior to implementation.

These assessment delivery and marking guidelines have been developed to ensure a consistent marking process.

It should be noted that before any form of assessment, (formative or summative), all student workbooks and practical activities must have been completed without exception to assure that each student has been provided with equal exposure to all assessment related learning before being assessed.

DELEGATION OF TRAINING & ASSESSMENT DUTIES

The RTO Manager has sole delegation for authorising the training and assessment duties of Trainer and Assessors. The RTO Manager's decision will be final.

The RTO Manager with consultation with industry representatives and others, on a bi-annual basis participate in:

- mapping Trainer and Assessor;
  - qualifications,
  - vocational competencies, and
  - industry experience,

  to training packages;
- take into consideration Trainer/Assessor performance and learner feedback as per the learner and employer training and assessing surveys;
- take into consideration industry requirements and validation of required competencies as per the industry consultation process.

From the above information the RTO Manager will produce a matrix clearly identifying the units that each:

- Trainer and Assessor will train and/or assess;
- Trainer will be supervised;
- Trainer/Assessor will directly supervise one or more Trainers.

Responsibility

RTO Manager

It is the responsibility of the RTO Manager to ensure that approved delegated duties are completed and available to all staff.

Trainer Assessors & Trainers

It is the responsibility of all Trainer/Assessors and Trainers to ensure that they:

- provide the RTO Manager with comprehensive and up to date information relating to qualifications, vocational skills and industry experience;
- only undertake training and assessment of units of competency as delegated by the RTO Manager;
- do not 'fill in', swap training sessions or conduct particular exercises without the express prior permission of the RTO Manager;

- maintain the industry currency as per the policy.

ADEQUATELY SKILLED TRAINERS

Qualified Assessors

NVR Standard 1, Clauses 1.13 to 1.16 inclusive.

All assessments for accredited training in Australia must be delivered by appropriately qualified assessors.

They are required to have:

- vocational (trade or professional) competencies and qualifications at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

A person with the vocational skills cannot conduct assessments. They are permitted to act as an expert in collaboration with a qualified assessor who ensures that the assessment process is conducted in line with the principles of assessment and rules of evidence.

The RTO's training and assessment is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1.

Supervision of Trainers

1. Where the MTA RTO engages an individual who is not a trainer or assessor, MTA RTO requires the individual to work under the supervision of a qualified trainer and is not permitted to determine assessment outcomes.
2. MTA RTO will ensure that any individual working under the supervision of a trainer:
   - holds the TAESS00014 - Enterprise Trainer-Presenting Skill Set or TAESS00013 - Enterprise Trainer - Mentoring Skill Set;
   - has vocational competencies at least to the level being delivered and assessed; and
   - has current industry skills directly relevant to the training and assessment being provided.

3. Where MTA RTO engages an individual as per dot point 1, the RTO Manager will ensure that the training and assessment complies with Standard 1.

4. Taking into consideration dot point 1, 2 and 3 MTA RTO will:

    - determine and put in place:
        - the level of the supervision required; and
        - any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
    - ensure that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

SUPERVISION OF TRAINERS

The RTO Manager will develop a schedule and plan for the above. In regard to trainer supervision the plan will detail the complexity of the supervision including:

- the level of supervision required; and
- any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
- ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

The RTO Manager will meet with both the supervised trainer and the supervising trainer/assessor on a monthly basis to confirm that the plan is being adhered to and to ensure that the appropriate supports are in place for the supervised and supervising staff member.

Responsibility

RTO Manager

It is the responsibility of the RTO Manager to ensure that a supervision plan is in place and evaluated for each unqualified trainer.

Supervising Trainer/Assessor

It is the responsibility of the supervising Trainer/Assessor to:

- follow the supervision plan in its entirety; and
- ensure that the supervised trainer does not conduct assessments; and

- be aware that they will be held responsible for the quality of training and the assessment evidence collected whilst supervising an unqualified trainer.

Supervised Trainer

It is the responsibility of supervised Trainers to ensure that they:

- do not conduct any unsupervised training; and
- do not conduct assessments; and
- follow the instructions and directions of the supervising trainer/assessor; and
- work toward the achievement of the required qualifications within the required timeframe.

Breach of Standard

The provision of training and/or assessment by inappropriately qualified and/or inexperienced people is a breach of legislation and therefore any employee or contract trainer or assessor 'filling in', swapping units or conducting particular training or assessment without the express approval of the RTO Manager will be subject to disciplinary action (employee) or termination of contract (contractor).

COMPETENCY BASED TRAINING

Competency can be gained through formal, non-formal or informal learning and training. A diverse range of assessment techniques can be applied to evidence that the skills and knowledge learned are at the competency standard where the learner can do the job proficiently and safely to the level:

- specified by industry;
- as documented in the Training Package information;
- required by ASQA.

Training Techniques

Training can be delivered through various techniques that might include:

- Lecture or classroom theory
- Demonstration
- Simulated Work Environment

- Observation and coaching
- Case Studies
- Project Work
- Completing workbooks
- e-learning
- Role Play
- Group or Individual Activities either directly related to the learning or non-related and exemplify the thing to be learned
- One on one sessions
- On-job-training

Facilities & Equipment

It is the policy of Motor Trade Association Group Training Scheme Registered Training Organisation (MTA) to provide a learning environment and experience which facilitates to success for all participants.

MTA will ensure that all facilities, equipment and training and assessment materials used by MTA are:

- consistent with the requirements of the relevant training package or accredited course and the Training and Assessment strategy;
- meet WHS requirements;
- meet local, state and federal legislative requirements;
- meet access requirements;
- responsive to industry requirements.

PROCEDURE FOR QUALIFICATIONS & SHORT COURSES

The Accountable Officer is to ensure that all facilities and equipment are checked against the Facilities/Equipment Check List, whether previously used or not, to ensure that all requirements for relevant training package are met.

In the event that MTA needs to lease/rent/use an alternate facility the Facilities & Equipment checks are to be carried prior to leasing/renting/usage of the premises.

Facilities

MTA facilities are located at:

- 3 Frederick Street, Royal Park, SA;
- 14 Bishopstone Road, Daveron Park, SA;
- 24 Milnes Road, Strathalbyn, SA ,
- Tatiana Truck & Trailers, 4 McLellan Road, SA
- 33-35, 4th Street, Cleve, SA
- Wickham Flower & Co, 3 Cleggett Rd, Bordertown SA

These locations meet all of the facilities requirements for the units being trained. From time to time there may be a need for an additional or alternate venue to be sourced. If the facility does not meet the requirements the Accountable Officer is to investigate further and if necessary renegotiate with the proprietors or seek an alternate venue. Trainers should not engage in negotiations with proprietors unless specifically approved by the RTO Manager.

Equipment

MTA equipment meets all compliance requirements. If an alternate venue is used the equipment must be in good working order and electrical items must display current Electrical Tags.

If the equipment of an alternate venue does not meet the requirements:

- further negotiation with the proprietors to replace or repair will need to be undertaken by the

or

- If available MTA will provide from its stocks;

or

- a different facility will need to be sourced for either those particular units or the complete qualification or short course.

Training and Assessment Materials

All Training and Assessment Materials must be approved by the Learning & Assessment Committee (RTO Manager in the interim) to ensure they meet the requirements of the relevant training package and that contextualisation to meet particular learning needs of individuals and employers is appropriate. Refer to individual training packages for requirements.

Responsibility

RTO Manager

It is the overall responsibility of the RTO Manager to ensure that:

- facilities, equipment and training and assessment materials meet all VQF, AQF, Training Package and WHS criteria;
- all training staff are fully conversant with the above criteria and the Check List process.

Trainer/Assessors

It is the responsibility of Trainers and Assessors to immediately advise the Accountable Officer of any deficiencies in venue, safety, equipment or training and assessment materials.

Training Tools and Resources

Trainer Guide

The Trainer Guide is a 'manual' that identifies the minimum and how the minimum required standard of content learning outcome (competency level) of training is to be delivered. This is at a unit level and mapping is required.

Session Plan

A session plan is an itinerary and tool/resource/equipment list for the session being delivered. It will show unit identification, time start and finish for each section/module; content, methodology/style; resources/tools and equipment, for best practice and includes the required learning outcome for the session. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Student Notes

These are comprehensive notes for the learners. They should contain all of the required learning and are best laid out progressing in the same fashion as the Trainer Guide notes for delivery. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Student Notes may contain the activities for the day and/or formative assessments.

Handouts

Handouts are normally one, two or short documents containing information, pictures/photos, reference materials or contacts that provide additional support and evidence regarding a particular unit or skill set. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Power Point Presentations

Mapping of this required and will be developed and updated in consultation with leaners and employers.

Video

Mapping of this required and will be developed and updated in consultation with leaners and employers.

You Tube

Mapping of this required and will be developed and updated in consultation with leaners and employers.

Reference Materials/Books/Manuals

These will be in total or have portions that are clearly identified and are directly related to the material being taught. Only the portion of these items that relates to the learning needs to be mapped and highlighted. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Project Instructions & Simulated Work Instructions

Where instructions are given to learners to undertake a project they should be clearly defined and mapped back to the training package to evidence the relevance of the project. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Case Studies

Case Studies are examples of good or bad situations related to the topic of learning which learners analyse and discuss. These should be mapped back to training package to evidence relevance. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Student Training Plan

Training Plan is a schedule of the training to be undertaken by the learner. Additionally it will include information such as apprentice contract number, employer address and contact details, RTO details, monitoring visit times, assessment dates, special needs requirements for learners etc. It is an agreement between learner, employer and RTO that training and assessment will be done at particular times, on or off job etc. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Student Handbook

Student Handbook contains information about the RTO, its practices and policies, learner rights & responsibilities, over view of course information, etc. It is compulsory to have an RTO specific handbook. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Trainer Matrices

These are charts that map the qualifications and experience (both vocational and training) of each trainer and assessor to the qualification they deliver and/or assess on a minimum unit by unit basis. These will be updated quarterly.

Facilities & Equipment Checklist

This is a list of all of the equipment, tools and space that is used to deliver a qualification, skill set or stand-alone UoC. It should be mapped to training package Range Statement and best practice and where applicable to confirm test & tag and WHS compliance. Mapping of this required and will be developed and updated in consultation with leaners and employers.

Modes of Learning

Training can be both formal and informal.

Informal Learning

As the name suggests, Informal Learning relates to learning that is gained through one or more processes which are not conducted as part of a non-formal or formal course/program.

Informal learning normally takes place naturally and unconsciously as part of activities that are not specifically designed to teach or train.

Informal learning can occur at any time where skills and knowledge are gained through diverse activities such as sport or hobbies, involvement in committees or volunteer or paid work; scouts or girl guides.

Informal Training

Informal training may include:

- Learning and completing a variety of "new" tasks during normal working routine. i.e. the learner is shown and observes how to complete a task and then repeats that task in different situations a number of times until they are competent.
- "Coaching on the run" i.e. the learner is observed by a supervisor or other coach completing a task during the course of their normal work routine. The

supervisor then coaches the learner in regard to completing the task more effectively, proficiently or correctly.

Non-formal Training

This learning is achieved through a program that is designed to teach and usually in a more structured manner.

It does not normally lead to the attainment of a Statement of Attainment or a formal qualification.

This type of training may include work related in-house professional development programs, seminars or workshops.

Formal Training

This type of training may include:

- attending "off-the-job" learning sessions at a learning institute.
- attending a group training session conducted by an external trainer/facilitator on the worksite.
- "one on one" session with a coach or workplace supervisor.
- completing program workbooks, assignments or online reading or tasks.

Formal learning is accredited learning which is supported by a curriculum and competency achievement is awarded either through a:

- Statement of Attainment where the learning completed is a number of units which do not combine into a full qualification or for a Skill Set.
- Qualification (certificate/testamur/parchment) where the learning completed is a full qualification.

Structured Training

Structured Training will have a required content that is designed to achieve competence for a particular level of knowledge and skill or Skills Set.

This training will normally:

- be accredited training resulting in the award of a Statement of Attainment or Qualification;
- will be delivered by a Registered Training Organisations or a Registered Training Organisation can engage in a formal partnership agreement and auspice an organisation that is not a Registered Training Organisation.

Volume of Learning

The amount of training provided by MTA RTO is part of the overall volume of learning and relates primarily to formal activities including guided learning, Vocational Placement and on-job learning. VoL must consistent with the AQF
Significant variations in VoL from AQF identified ones must be explained using a rationale based on:

- the previous skills and knowledge; and
- needs of the learner co-hort; and
- how the specific co-hort:
  - has the characteristics to achieve the required rigour and depth of training
  - can meet all of the competency requirements in a shorter timeframe

The justification must take into account the need to allow learners:

- time to reflect and absorb the knowledge; and
- practice skills in different contexts; and
- learn to apply the skills and knowledge in varied environments that reflect the 'real world' situations
- before assessment.

AQF Vol Indicators

From the ASQA Users's Guide to the Standards for Registered Training Organisations 2015 - November 2014

Australian Qualifications Framework volume of learning indicators*							
Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years	0.5 – 1 year	1 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 1400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours	600 – 1200 hours	1200 – 2400 hours

Hours above are sourced from the AQF 'Volume of Learning: An Explanation'

- *Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.*
- *Certificate IV qualifications are often either:*

- *shorter duration specialist qualifications that build on existing skills and knowledge*
- *longer duration qualifications that are designed as entry level requirements for specific work roles.*

** These indicators are considered to be a starting point only and many factors can affect the amount of training required.*

Qualified Trainers

QUALIFICATIONS

All accredited training in Australia must be delivered by appropriately qualified trainers. They are required to have:

- vocational (trade or professional) competencies and qualifications at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment. This currently includes experience specified in Item 2 or Item 3 of Schedule 1:

A person with the vocational skills can deliver training if they are supervised by an appropriately qualified trainer.

Current requirements are for trainers are to have credentials specified in Item 2 or Item 3 of Schedule 1. Including vocational competencies and qualifications and industry currency.

PROFESSIONAL LEARNING & DEVELOPMENT

MTA is committed to ongoing learning and development and its policy is to practice and encourage lifelong learning for and to our clients and employees.
As a minimum all MTA employees will be required to meet and maintain VET Quality Framework and TaSC/DSD standards and conditions in regards to learning & development.
The objective of our learning and development initiative is to meet the needs of the business while providing employees with opportunity to expand their career knowledge and skills. Our overall approach combines:

- Personal Development Plans;
- Industry Placements as per the policy;

- On-job learning through individual or team coaching;
- On-job learning through team meetings, information sessions and work discussions;
- MTA in-house training programs;
- Formal industry sector courses where appropriate including seminars, workshops and conferences;
- VQF and other VET related Workshops;
- Performance development and management;
- Learnings as per the Continuous Improvement Register.

The performance development process underpins and drives the learning and development required by individuals and provides opportunities for feedback, discussion and development of Individual Professional Development Plans.

An employee's learning and development opportunities will be assessed against the following criteria:

- Budget.
- Needs of the client group and program objectives.
- Applicant's availability and ability of MTA to cover applicant's absence.
- Applicant's current level of performance.
- Present study leave arrangements.
- Applicant's needs and training already completed.
- Willingness and proven ability to transfer knowledge through on the job coaching and presentation to other team members;
- Continuous Improvement Register.

EXTERNAL PROFESSIONAL COURSES

MTA will support employees undertaking a part-time program of study if the course is deemed relevant to their current or future roles within MTA.

The amount and type of support provided will be determined by the RTO Manager on an individual basis and may include but does not guarantee the following:

- Study leave up to a maximum of 5 days a year.

- Days off to attend exams if held during business hours.
- On occasion, some payment of fees but not HECS.

Study leave is to be negotiated with the RTO Manager.

Exam leave must be applied for with as much lead time as possible. For tertiary courses exam dates are set at the beginning of the education year.

INTERNAL PROFESSIONAL DEVELOPMENT COURSES/WORKSHOPS

MTA will investigate appropriate and relevant professional development to be conducted 'in-house' for employees at no charge.

All nominated employees will be required to attend.

Individual Professional Development Plan

Each employee will have an Individual Professional Development Plan. The employee is responsible for participating in their own needs identification, course/program/workshop research, development and submission of draft Professional Development Plans to the RTO Manager for approval.

The Individual Professional Development Plan will be updated as a minimum at each annual Performance Development meeting and more regularly if required.

A formal review of the Individual Professional Development Plan will be undertaken by the RTO Manager as part of the Performance Development process unless an Individual Professional Development Plan is otherwise identified as requiring more frequent monitoring.

Industry Placements/Currency

It is a condition of National registration the all training and assessment staff must have current relevant industry experience and knowledge.

Industry Placements are compulsory. Accountable Officers and Trainer/Assessors are required to undertake an industry placement relevant to the areas of teaching they conduct. The placements are over a 12 monthly duration consistently, and total above 30 hours over this period. It is the responsibility of the trainer to seek out and secure the industry placements and to advise MTA with as much notice as possible to allow for coverage of their duties.

Leave to undertake Industry Placements must be negotiated with the RTO Manager. Approval of paid leave for an unpaid placement is at the discretion of the General Manger Training and Employment Centre.

LEARNING & DEVELOPMENT

Principle

The MTA is committed to the learning and development of its employees for both their personal development and to meet corporate goals and objectives.

Scope

The MTA provides opportunities to enable all its employees to perform their work duties effectively and encourages employees to extend their knowledge and professional development both within the company and through outside activities.

Responsibilities

The MTA has a responsibility to ensure that:

- All employees receive appropriate legislative instruction to meet the legal obligations of both the employee and the MTA.
- Its workforce is adequately trained.
- Appropriate records of qualifications and training are kept.
- Managers have a responsibility to:
- Ensure employees have the required qualifications, skills and abilities to perform their roles.
- Ensure employees receive training in the systems and practices used in the business.
- Plan appropriate training for their employees to perform their work duties effectively.
- Identify appropriate development activities.
- Obtain employee completion certificates and provide them to the Human Resource Manager.

Employees have a responsibility to:

- Maintain their required qualifications, skills and abilities to perform their roles.
- Discuss and plan with their Manager/Supervisor appropriate training activities to ensure they can perform their work duties effectively.
- Provide feedback on training activities.
- Identify appropriate development activities.
- Provide completion certificates to their Manager.

STAFF INDUCTIONS

The MTA ensures that all new employees are properly orientated to the MTA, its

policies and procedures, and assists them to settle into their new position.
New employees are to have access to all relevant policies and procedures. If an employee has any questions at any time in relation to any policy or procedure they are to ask their Manager or the Human Resource Manager in the first instance.
Safety induction is mandatory for all employees.
The induction checklist is to be completed and signed off by the manager and new employee and sent to the Human Resource Manager within the first month of commencement.

Learning and Development Needs

The manager/supervisor in consultation with the employee is responsible for determining the learning/development needs of their employees.
As a minimum, learning/development needs will be identified six monthly as part of the performance review process, but they may be negotiated at any time during the year. Consideration must be given to such factors as present position, future career path, professional qualifications and any previous learning/development.
In consultation with the Chief Executive Officer, the manager will organise learning/development programs sufficient to satisfy business requirements.
Priority is given to learning/development that is:

- Clearly job-relevant;
- Maximises performance outcomes.
- Identified through the performance planning and review process.

The manager will identify the best way to address learning/development needs with a view to maximising effectiveness and minimising cost.

Learning and Development Records

Records of all learning/development undertaken will be maintained by the Human Resource Manager in the Learning and Development schedule. Managers and Supervisors are to provide updates on planned learning/development and completion dates, obtain employee completion certificates and provide them to the Human Resource Manager.

Professional Development

Where an external training course proposed by an employee is identified by the MTA as providing appropriate development and training, the MTA may grant assistance in the form of:

- Financial assistance and/or;
- Leave.

Professional development courses must be approved by both the manager and the Chief Executive Officer.

EDUCATIONAL ASSISTANCE

Principle

Educational assistance assists employees to gain a qualification that is relevant to their current position or career goals and maximises their contribution to the MTA's goals. The study must have demonstrable value to both the employee and the MTA.

Scope

This policy applies to courses which lead to a formal qualification and does not cover short term training programs (for instance a short computer course).
Education includes specialised professional courses, undergraduate or postgraduate university qualifications.
Education assistance, through payment for studies and/or time off to study, is discretionary and will be considered on a case by case basis. The decision to grant education assistance rests with the Chief Executive Officer who reserves the right to refuse any application. The Chief Executive Officer also reserves the right to contact the College/University to obtain reports on progress and attendance of individuals.

Guidelines

Education assistance applies to all permanent employees with a minimum period of employment of 12 months (which can be waivered by the CEO).
Education plans must be discussed with the employee's Manager and must be included in employee's learning/development plan. Education plans and courses must also be approved by the Chief Executive Officer.
Considerations for the approval of education assistance include:

- Whether the employee is performing at a standard of meeting all expectations and exceeding some in their performance review.
- Relevance of the course to business needs.
- Whether the course is consistent with the employee's needs.
- Cost.
- Budget and business performance.
- Course Fees

Where approved, the MTA may pay part or the full cost of the course fees.
Employees are required to successfully complete and pass subjects and maintain a high standard of work performance during the period of study.
If the employee does not pass a subject or course they must notify their Manager and may be required to reimburse the MTA the full cost of that subject or course and/or pay to repeat the subject/course.
Copies of certificates should be provided to the HR Manager.

Resignation

All payments made by the MTA in respect of education assistance will be regarded as a loan that will be discharged by the employee remaining in the employment of the MTA for a period of one year following attainment of the qualification. Employees who leave the MTA (other than in cases of redundancy or retirement) at any time during their course program or within a year following the attainment of the qualification will be liable to repay all of any monies paid in the respect of education assistance. An application may be made to the Chief Executive Officer to waiver this requirement. Any requirement for repayment will be determined by the Chief Executive Officer.

Redundancy

If you are made redundant during a semester the MTA will pay the compulsory course fees for the subjects you pass at the end of that semester.

Study Leave

The MTA expects employees to undertake study in their own time whenever possible and time off to attend lectures, revision and examinations is always subject to the needs of the business and the approval of the Manager and Chief Executive Officer.
A leave form must be completed. Study leave requests will be considered on a case by case basis.
In calculating and approving leave requests Managers will take into account:
- Whether the employee is performing at a standard of meeting all expectations and exceeding some in their performance review.
- The employee’s capacity to manage both employee and work commitments.
- How the employee’s needs can be best supported.
- The business requirements of the local area, the impact on other employees and how the level of service provision can be maintained in the employee’s absence.
- The number of requests from employees for study leave and how this can be managed fairly and equitably.

Graduation Leave

Employees are entitled to take 1 day's leave to attend your graduation if it is within working hours.

Deferring or Ceasing Your Studies

Under no circumstance should an employee discontinue a course without first discussing the matter with their Manager and the HR Manager. Employees who fail to do so may be liable to fully reimburse the MTA payments made on their behalf.

Sharing of Learning

MTA advocates the sharing of knowledge/learning within the organisation.

When an employee attends a workshop, seminar or short training course, they must prepare and present the learning to the MTA team at the next available staff meeting.

MTA considers the benefits of this as being:

- review and confirmation of learning for the person undertaking the learning through the development of appropriate presentation tools and then again through the delivery process;
- formal sharing of knowledge within the organisation;
- knowledge retention risk management strategy.

COMPULSORY LEARNING & DEVELOPMENT

It is a requirement of MTA that the following training/qualifications are compulsory:

Child Safe Environments

All MTA Group Training Scheme staff require Child Safe Environment training. The currency of Child Safe Environment training is 3 years.

MTA will provide information and internal support, coaching and training in relation to Child Safe Environments for all employees and contractors.

See the Children's Protection Policy for further information.

Responsibility

Trainers and Assessors

Trainers and Assessors must undertake professional development at a level that maintains the level of knowledge and skill required to competently complete their job and meet compliance standards.

The Compliance Manager in conjunction with the RTO Manager will plan and coordinate professional development training as well as maintenance of industry currency development.

It is the responsibility of Trainers and Assessors to participate fully in their own professional development.

Trainers and Assessors will need to log professional development and industry currency on the MTA Industry Currency Document provided and ensure the RTO Manager and Compliance Manager have been provided a copy. The Industry Currency Documentation is to be uploaded to the trainer's SMART sheet Professional Development file.

Examples of evidence may be Statements of Attainment or Attendance, Certificates (courses and qualifications), memberships and subscriptions, etc.

NB: All Statements of Attainment or Attendance and Certificates must be notated copies.

Compliance and Administration Manager

It is the responsibility of the Compliance Manager to:

- provide guidance to Trainers and Assessor in the determination of relevant Professional Development;
- promptly assess relevance of an application for Professional Development and either provide feedback to the applicant or submit to the RTO Manager.

RTO Manager

It is the responsibility of the RTO Manager to:

- ensure that all employees and contractors who have regular contact with minor students have current Child Safe Environment training evidence;
- promptly approve submitted Individual Professional Development Plan and follow up missing ones;
- ensure that sufficient funds are provided for in MTA budget for professional development;
- monitor participation in plan development, participation in learning opportunities and assess relevance and levels of learning.

NATIONAL RECOGNITION – RPL & CREDIT TRANSFER

MTA RTO's policy in relation to National Recognition is to recognise learners' AQF qualifications and statements of attainment issued by any other Australian Registered Training Organisation (RTO) including TAFE.

It is the policy MTA RTO to recognise through Credit Transfer (CT) and/or Recognition of Prior Learning (RPL) the experience, knowledge, skills and former studies of learners. Students may apply to have previous study, informal and formal training, acquired knowledge, work experience and/or life experiences recognised for credit toward courses or

qualifications they undertake if they submit 3 pieces of evidence as per the RPL policy.
CT and RPL decisions will be valid, fair, reliable, authentic and flexible.

Students may apply for both CT and RPL, and there is no limit to the status which can be given towards a qualification or accredited course where the rules of evidence have been met.

Credit Transfer (CT)

Credit Transfer is the recognition of Qualifications and Statements of Attainment issued by other Australian Registered Training Organisations (RTO's).

Where the qualification or units of competency are not the current versions as per TGA then the assessor will be required to map the version held by the learner to the current version to ensure that they are equivalent.

Where they are not equivalent the learner should access the RPL process where gap training can be identified and status can be completed.

Credit Transfer requires:

- *that the document is an original or a *notated copy.
- that the unit/course/qualification(s) were issued by an RTO registered under the VET Quality Framework and must include:
  - the RTO's name; and
  - the RTO's National & State Code; and
  - the individual Units of Competency National Codes and the Qualification Code the units form part of; or
  - the Qualification Code for the completed qualification; and
  - date issued; and
  - document registration/ID number.
- that the unit/course/qualification(s) is a Nationally recognised training product.
- are verified by RTO.

* A notated copy is a copy which has been witnessed as a true and correct copy of the original by an authorised notary (a person authorised under law to sign Statutory Declarations).
* A learner may have their copy witnessed by a trainer/assessor if the original is provided for comparison at the time the copy is lodged.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL)

"Recognition is the process by which a person's existing skills and knowledge, regardless of how they have been acquired, are assessed, and credited towards the achievement of units of competency from national training package qualifications or accredited courses. Recognition is sometimes known as Recognition of Prior Learning (RPL), Recognition of Current Competencies (RCC) and Assessment only Pathway.'

Assessor Guide to Recognition of Prior Learning – COAG RPL Teams & ASQA

RPL cannot be given for a module of a UoC, however, status can be documented and gap training conducted leading to the completion of a UoC.

Skills Recognition must be conducted:

- compliantly with the assessment requirements of the training package or accredited course; and
- in accordance with the Principles of Assessment and Rules of Evidence as identified above.

Skills recognition assessment of competency must evidence that the learner demonstrates their:

- ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
- understanding of what they are doing, and why, when performing tasks
- ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

A learner must:

- be assessed against all of the tasks identified in the elements of the unit or module
- demonstrate they are capable of performing these tasks to an acceptable level.

MTA RTO's Learning & Assessment Strategy documents the process and requirements for each assessment of a UoC or Cluster of UoCs.

RPL TOOLS

Model

This is a schematic of the recognition process.

Training & Assessment Strategy - Assessor Guide

This includes up to date information regarding Recognition processes and information including UoC assessment requirements i.e.:

- performance evidence; and
- knowledge evidence; and
- assessment conditions.

Application Form

This is a detailed form that includes information such as which UoC recognition is sought for, qualifications and SoAs the person already has, what qualification they are seeking the recognition against.

Recognition Initial Interview Form

This is a standard form that contains questions that guide the Assessor through the first professional conversation with the applicant and provides the basis from which recognition process commences.

Student/Applicant Guide

This will include information such as the process, the cost, what constitutes evidence, how to apply etc. Generally it will include the Model and the Application Form.

RPL Assessment Guide

This is a guide for an assessor in both what needs to be evidenced for the particular qualification and how to assess that evidence.

Who is RPL Available to

- RPL is to be offered on enrolment to all applicants;
- the process is structured in such a way as to minimise both time and cost to candidates.

Benefits of RPL

Candidate

The benefits for candidates are:

- skills are recognised;
- earlier completion of the qualification;
- fewer days to attend training - not having to repeat learning of skills and knowledge they already have;
- provides a tool to identify skills and knowledge gaps ensuring individualised training that meets the needs of the candidate and the industry - training and learning is focused on new skills and knowledge;
- in some instances lower cost for learner.

RTO

The benefits for the RTO are:

- a process that saves time and resources;
- clients that are satisfied and encouraged with the quality and flexibility of the RTO;
- flexibility in the provision of pathway(s) to qualifications;
- control of the integrity of qualifications issued.

Stages of the Recognition Process

Please refer to MTA RTO RPL Application Kit for initial information and direction provided to potential candidates and RPL Model – a schematic of the recognition process.

There are six stages of the RPL process. The six stages do not stand alone and tasks from one stage may be completed in a previous stage or may be clustered.

Context

Context is about establishing the environment in which recognition will take place e.g.:

- understanding the RPL process and potential outcomes
- the industry
- location
- workplace or RTO setting
- level of qualification sought
- what specific legislation, regulations or licensing apply to the industry

- what relevant experience or prior training does the individual have
- whether the candidate is currently employed and in which industry – is the job relevant to the recognition being sought
- tasks they perform in their current job and at what level
- workplace environment eg high risk, customer service focussed, privacy issues, mainly manipulative skilled based, technology used, etc and how will this affect the collection of evidence
- employer support for the process.

The context step includes the initial contact by the candidate requesting information and the provision of the application kit.

Once the application has been lodged the next step is normally interview during which the assessor confirms with the candidate the information provided in the application kit ie what recognition is, how the process works and possible outcomes.

At this time the assessor commences the process of identifying potential units of competency and/or qualifications that may be achieved. The assessor needs to assess evidence provided and help to identify additional evidence that the candidate may provide. The assessor would help the candidate to identify support and avenues of collecting additional evidence.

Information

The information step is where MTA RTO administrative and training employees are available to answer questions and clarify information.

This step ensures that the candidate can access information or advice readily.

The assessor at this stage, as well as making sure that the candidate is well versed in the process and knows who their point(s) of contact are, the assessor may provide additional information/resources e.g. "Have your skills recognised" Candidate Guide produced by COAG & ASQA (refer Additional Resources page), provide additional self assessment information relation to units of competency not previously requested.

Evidence

The Rules of Evidence have been provided to the candidate in the application kit and the assessor should reaffirm these.

Flexibility in regards to suitable evidence is encouraged. The question to be asked of each piece of evidence is 'does this provide proof of competence". The process of providing evidence should be simplified for the candidate and assessor.

Skills Recognition assessment considers evidence such as:

- work experience:
  - knowledge and skills that have been learnt and practiced in the course of employment.
- life experience:
  - community group involvement,
  - business pursuits,
  - sports and/or hobbies,
  - household management,
  - previous training

The type of evidence and how the evidence is provided for Skills Recognition is also flexible and may include:

- examples of finished products or samples of work. These can be photographs or videos, written documents or other.
- copies of Statements of Attainments or Certificates.
- third party written or verbal feedback/references eg letters from current or ex employers that provide confirmation of claims; testimonials from clients etc. Where there is additional evidence third party reports may be taken verbally and documented clearly.

  ** Please note that a letter that states 'this person worked for me and did a good job' is not acceptable. The letters need to address the units of the course or give a detailed indication of the work undertaken that can be mapped.
- hardcopy examples of work.
- video/DVD/live demonstration of skills.
- presentations.
- oral or written assessment.
- completing a project.
- discussion or interview.
- professional/occupational licenses.
- Performance Evaluation report from current and/or previous workplace.
- An on-the-job assessment record;

- Copies of completed assignments.

Additional evidence may be developed/collected through:

- questioning – written, verbal, interview;
- observation of practical skills either in the workplace or a simulated environment or classroom;
- presentation by the candidate

What next? – provision of Statements of Attainment/Qualification and/or Follow up Actions

Once the recognition process has been completed the assessor advises the candidate how and when they will receive the Statement of Attainment or Qualification.

At this time options for completing the qualification should be discussed and if appropriate a training plan developed in conjunction with the candidate.

Candidates may require follow up support in the form of:

- opportunity for re-assessment in one or more units;
- additional/alternative supports;
- gap training or further training;
- referral for career advice/counselling.

Once follow up support has been negotiated and arranged the assessor must ensure that the record keeping process is finalised.

Responsibility

Chief Executive Officer

It is the overall responsibility of the CEO to ensure that MTA RTO complies with National Recognition standards.

Accountable Officer

It is the responsibility of Accountable Officer to ensure that:

- Recognition and Credit Transfer is conducted as per MTA RTO's guidelines and standards and that all candidates are treated fairly and equitably;
- Recognition and Credit Transfer is only conducted by:
  - appropriately qualified assessors; or

- a trainer supervised by an appropriately qualified assessor who carries accountability for the assessment evidence collected. Recognition and Credit Transfer must be signed off by the qualified assessor;
- appropriately qualified assessor in collaboration with an industry qualified expert. Recognition and Credit Transfer must be signed off by the qualified assessor.

- Candidates dissatisfied with a Recognition or Credit Transfer decision are provided with access to the MTA RTO Appeal Process (Learning & Assessment).

Assessors

It is the responsibility of Assessors to ensure that:

- their professional development is at a level that ensures their expert ability to provide Recognition and Credit Transfer appropriately for candidates;
- all candidates are treated fairly and equitably in line with MTA RTO guidelines and VQF compliance;
- if conducting a Recognition assessment in collaboration with a supervised trainer (as part of their professional training) or an industry expert ensure that the assessment process is conducted appropriately and meets both the Principles of Assessment and Rules of Evidence.

Staff

It is the responsibility of all staff to acquaint themselves with the process for both RPL and Credit Transfer ensuring prompt and knowledgeable responses to candidate enquiries.

Preparing for Training & Delivery

Session plans and supporting materials

- Sessions are to be delivered using the approved session plan for the topic/ unit / module.
- Session plans are a summary of the content and activities to be covered in each session and refer the trainer to relevant parts of learning and assessment materials to be covered.
- They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan.

- Session plans ensure that what should be covered in a session is covered. Trainers are able to adjust session content to suit the needs of the group where required.
- Trainers should provide feedback for improvement to session content and materials.

New groups

- At the first session of a new class group, conduct an induction into the Course. Introduce yourself as the trainer/assessor and provide your contact details.
- Introduce the course, how it is structured, expectations of students, placement requirements (if applicable) and homework requirements.
- Provide information about MTA and its policies and procedures including Student Code of Conduct, submitting assessments, assessment due dates, timeframes for assessment, complaints and appeals processes and any other information.
- The first class may include some administrative requirements like collection of Enrolment Forms, language, literacy and numeracy assessments. Ensure these are collected as required.

Session delivery

- All sessions are to be delivered according to the approved session plans.
- The trainer should set up the class-room to suit the requirements of the session.
- All students should sign the Attendance Roll.
- The trainer should ensure all details on the roll are correct and all students have signed, and then sign it at the bottom.
- Trainers should collect session feedback as required according to the Quality Assurance Procedures on Feedback and Surveys.
- Students may require individual support during, before and after classes. Trainer is required to provide this individual support, if they are not able to, they must advise the Training Manager immediately. Support provided must be documented in the student's file accordingly.
- The completed attendance roll should be provided to the head office for data entry within one week.

Simulated workplace environments

- Simulated workplace environments to be used in class should be set up to accurately reflect a real working environment as closely as possible.
- Information on how this is to be set up should be outlined in the TAS.
- Simulated environments should be used during training so that students have the opportunity to practice skills using appropriate facilities and equipment that might normally be used in a workplace.

- Assessments may occur in a simulated environment where outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course.

Workplace Visits

Conduct workplace visits

- Trainers/assessors will visit workplaces regularly for students participating in programs that include a workplace based component.
- Visits may include training, support and/or assessment.
- Liaise with the student and the supervisor about the visit prior to attending but it is also the student's responsibility to ensure relevant people in the workplace know the trainer/assessor is due.
- Discussions held with the student during the visit will be documented on the Workplace Visit Form.
- Visits may include a component of workplace observations requiring the completion of set tasks and/or observation of routine work duties – this will be outlined in the relevant task instructions for the unit/module/cluster.
- Ensure that, prior to attending the visit, appropriate arrangements are in place for observing the relevant tasks to be demonstrated.
- The workplace supervisor may also be required to provide completed Third Party /Supervisor Reports to verify the student's workplace skills. The trainer/assessor will liaise with the relevant person to ensure they have been completed and can be collected on the day.
- Assessment outcomes are to be recorded in accordance with the Conducting Assessment section in this procedure.

Engage with workplaces during visits

- Make contact with relevant personnel during the workplace visit to ensure the workplace is engaged and involved in the student's training program. This may be to:
    - Provide support and guidance on the workplace's involvement in the Course.
    - Answer any questions they have
    - Address issues relating to the student's performance relevant to the Course; and/or
    - Check on the completion of third party/supervisor reports.
    - Gather feedback about MTA, the Course and the workplace's involvement.

Collect feedback during visits

- Students and workplaces are to be asked for feedback during workplace visits.

Assessment Methods

Assessments may be conducted in a number of forms:

- Written assessment
- Assignments and/or projects
- Oral questions and answers
- Workbooks
- Workplace tasks
- Workplace evidence
- Role play
- Simulated Work Environment
- Observation

Assessment may be conducted for:

- an individual Unit of Competency;
- clustered Units of Competency – where a number of units are combined in a manner that is sensible and directly relates to the implementation of these units in the workplace
- holistic assessment – an assessment that covers all learning. This would normally be done as a project commencing at the beginning of the qualification and progresses through to the end.

Types of Assessment

There are three types of assessment:

Formative

This assessment is used to identify the learning achieved within a particular period of time and usually for a particular unit of competency or cluster of units. It is used to ensure that the learner is maintaining course progress.

They must:

- be mapped back to training package; and

- reference the elements the assessment addresses; and
- meet the assessment and performance benchmarks.

Summative

As the name suggests is an assessment that summarises the achievement of the learning.

Summative assessments are the final and main assessment whether for an individual unit of competency, cluster of units or the qualification in total.

They must:

- be mapped back to training package; and
- reference the elements each portion of the assessment addresses; and
- meet assessment criteria.

Assessment Information for Students

The Assessment Cover Sheet must include:

- the UoC(s) being assessed;
- the elements being assessed;
- a guide to the weighting of the assessment and in particular in relation to the achievement of the UoC(s) as a whole;
- clear directions as to how the assessment is to be completed including,
  - where relevant a style guide in regards to word processed work;
  - if a multiple choice assessment how the selected response is to be marked;
  - what equipment if any is to be used for the assessment;
  - timeframe in which the assessment is to be completed;
  - context of the assessment.
- sign off by the learner that:
  - they are prepared to undertake the assessment; and
  - that the work is their own original work.
- directions as to how to request reasonable adjustment for the assessment.

Post Assessment

Feedback

Students should be provided with constructive feedback as to their performance.

Where a learner is identified as requiring additional support the Intervention Strategy should be implemented.

Flexible and Reasonable Adjustment

Clarifying Questions

Where an assessor believes in their professional opinion or is aware that a learner's capacity to document a response is not equal to their capacity to verbalise a response they may ask clarifying questions to support the written responses from particular learners.

The assessor is not to guide the learner's response.

The process is to be documented and signed off by both the assessor and the learner.

Demonstration

Where an assessor believes in their professional opinion or is aware that a learner's skill competency is greater than was evidenced at a particular assessment (demonstration or simulated work environment) they may provide the learner a second opportunity to demonstrate their competency.

This would best be arranged and conducted separately to the class to prevent embarrassment to the learner and further affect their ability to evidence competency.

COMPETENCY BASED ASSESSMENT

NVR Standard 1, Clauses 1.8 to 1.12 Conduct Effective Assessment
The assessment process completes the learning pathway as it confirms the competency of the learner. The assessment process should be accessible and flexible for all learners. Dependent upon whether the assessment is based on Credit Transfer, RPL or training undertaken the assessment process includes the provision of 3 requirements:

Work based tasks	Written assignments and/or projects
Written or oral question and answers	Third party feedback
Workbooks	Written Assessments

Workplace evidence	Discussion/Interview
Role Plays	

All of MTA RTO's programs are nationally accredited and units achieved can be counted towards full qualifications.

MTA RTO requires a minimum of 3 different items of evidence per unit of competency, including a professional discussion or a written assessment.
If the written assessment is not conducted in the presence of a MTA RTO authorised trainer/assessor, an additional number of sample questions from the assessment will be required to validate the completion the assessment by the learner.

Compliant Assessment

MTA RTO's assessment processes, including RPL, must meet:

- the requirements of the relevant training package or accredited course; and
- the Principles of Assessment and Rules of Evidence as listed below; and
- and take into consideration validation as per External Validator and Industry Consultation; and
- MTA RTO's assessment moderation process.

Principles of Assessment

Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

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

Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs and choosing the best assessment method;
- assessing competencies held by the learner no matter how or where they have been acquired; 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 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

Through the validation process 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 learner 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 learner's competency.

Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Assessment

Things to consider in regards to assessment are:

- what will be the best method of assessment for this individual against particular units of competency;
- has unit clustering been taken into consideration;
- does the candidate require additional support for special needs or disabilities and what are those supports, and how do they affect the assessment process;
- what will be the most appropriate environment for the assessment;
- what is the timeframe and when will appointments occur;
- has sufficient evidence been collected;
- is the appropriate documentation for assessment prepared and ready for completion;

The assessor must:

- ensure that the candidate understands how each unit of competency will be assessed;
- ensure that the process is fair, equitable and transparent and that the candidate is aware of this;
- be flexible and prepared to make reasonable modifications to how the assessment progresses and the evidence provided e.g. oral questioning may be most appropriate and satisfies the criteria for particular unit(s) of competency;
- provide feedback that is impartial and will affect the outcome of the final assessment decision;
- be adaptable to the need for additional evidence if conflicting results become evident at the initial assessment.

All results of evidence and achievements are to be recorded in the appropriate assessment tools as soon as the determination is made.

Decision Making

The assessor must determine the competence of the candidate against units and provide constructive feedback.

The assessor should also consider where and when it may be appropriate to involve another assessor in the validation process.

The candidate should be provided with feedback in a constructive manner whether they have achieved competence or not. Their strengths and weaknesses should be identified.

If after discussion the candidate is dissatisfied with the assessor's decision(s) the assessor should direct the candidate to MTA RTO Appeal Policy and together with the candidate complete the MTA RTO Complaint/Appeal Report.

If appropriate, and with the candidates written permission, review of the assessment process and achievements with the current employer should be considered.

MTA RTO trainers who will be involved in the ongoing learning and assessment of the candidate should be updated as to the assessment and achievements.

6 STEPS TO APPROPRIATE ASSESSMENT
There are 6 steps to conducting a fair and reliable assessment:

1. Preparation;
2. Provide Direction;
3. Monitor and manage assessment;
4. Mark, Finalise and record;
5. Feedback; and
6. Flexible Adjustment & Intervention strategies.

Step 1 – Preparation

Assessors should prepare for assessment giving themselves reasonable time to make adjustments and remedy any issues that may arise.

Preparation will include ensuring that:

Venue, Equipment & Resources

Assessors should check to ensure that:

- the venue e.g. classroom, workshop etc is available and has been booked for the assessment period of time and that it is fit for purpose;
- Where the venue is not available or is not in a fit for purpose condition the Accountable Officer should be advised immediately and the Assessor should work with the

Accountable Officer to remedy the situation and/or locate an appropriate alternate venue.

- All equipment and resources required for students to effectively complete the assessment are available, in clean and working order and located in the assessment area.
- Where equipment or resources do not meet the requirements for assessment or are not in clean and working order the Accountable Officer should be advised immediately to initiate remediation.
- All reference materials are to be removed from the venue prior to commencement of assessment.

Assessment Information

Prior to assessment information has been provided to students including:

- date of assessment;
- time they need to be seated by and time the assessment will commence.
- repercussions of arrival after the assessment has commenced e.g. they will need to arrange for a makeup assessment;
- duration of assessment. e.g. they will be given 10 minutes to read the assessment and 2 hours to complete the assessment;
- type of assessment e.g. formative or summative and written or practical;
- how the assessment will be conducted – written, oral, observation, individual or group etc;
- unit or cluster the assessment relates to;
- percentage of overall marks for the unit;
- how to hand up completed assessment and leaving the assessment venue;
- advice regarding support/flexible delivery or alternate assessment date where a student either requires flexible assessment process or is unable to complete the assessment on the scheduled date;
- re-sit/make up assessment rules and process;
- when results will be posted/advised.

Versions

- Versions of both the student assessment instrument and the Assessor Marking Guide are to be checked to ensure they are the most current version approved by the RTO.
- Prior to commencing an assessment the Assessor must check the assessment instrument against the Version Control Document to ensure that it is the most current version available.
- Version Control is documented in the footer of the document. The footer will indicate the version as a V for version, followed by a number, a decimal point and another number. Additionally, the date of the version will be included.
- The assessor should refer to the Version Control Document which identifies the latest version and update date registered as approved by the RTO for use.
- The Version Control G:\Common\RTO\DOCUMENT CONTROL REGISTER
- Where the assessment instrument version identification and the Version Control Document do not match this should be brought immediately to the attention of the Accountable Officer for remediation and direction as to which version to use.

Assessment Documentation

Assessment Tools & Resources

Assessor Guide

This is a comprehensive guide to assist Assessors to conduct consistent assessments (formative and summative).

It is also useful in moderation of assessment practices.

Assessor Guides must:

- be mapped back to training package; and
- clearly identify Training Package assessment criteria; and
- provide clear direction as to the appropriate responses or skills levels required for the learner to evidence competency.

Equipment and Resources

Some assessments will require the use of equipment or other resources and these will be included in the Assessor Guide and identified on the Formative and Summative Assessment cover sheets for learners.

Equipment and Resources must:

- be mapped back to training package; and
- listed in the Facilities & Equipment Checklist for the relevant qualification;
- included in the Learning & Assessment Strategy for the relevant qualification.

The assessment instrument including cover page, diagrams and other relevant resources pertaining to the assessment should be made as follows:

- Assessors should complete the MTA Model Assessment Cover Sheet prior to copying and by inserting:
    - Course Group ID;
    - Course Location
    - Trainer/Assessor Name

Student Name:		**Student ID No:**	
Course Location:	MTA Training Centre, 3 Frederick Road, Royal Park	**Course ID:**	AUR27027A 1
Workplace Coach / Supervisor:			
Assessor Name:	John Smith		

- Assessment task and Assessment Checklist portion including underpinning knowledge and the time and date the assessment is to be handed in by.

Assessment task and Assessment checklist

The participant must complete this written assessment to demonstrate the underpinning knowledge in .... **This written assessment must be completed and handed in ...... unless prior arrangement has been made with the Trainer/Assessor.** Black or Blue pen only are to be used for completing the assessment. Answers to the written assessment must be written in the space provided. Trainer/Assessor discretion is to be used in relation to flexible assessment delivery and conditions for students with special needs. In case of RPL (Recognition of Prior Learning), this written assessment tool can be used in conjunction with a third party report and/or a portfolio of evidence to confirm/support competence in this unit. Late assessments may result in a "Not Achieved" outcome and the student will have to negotiate the completion of another assessment with Trainer/Assessor.

- Only the number of copies required for the students undertaking the assessment should be made.
- To ensure that the assessment is not disrupted or delayed the photocopies should be checked to ensure that they have copied correctly i.e. that pages are in the correct order, all pages are printed, graphics have printed correctly etc.
- To negate potential future use of an incorrect version of an assessment instrument all unused copies of the assessment instrument should be shredded.
- Copies of the assessment instrument and any resources should be securely stored prior to the assessment.

Step 2 – Provide Direction

Removal of Reference Materials

Removal of all reference materials should occur prior to step 2.2. This would include all workbooks, notebooks, text books and other reference materials that students may have brought with them.

Mobile phones and other electronic equipment are not permitted. These should be collected by the Assessor and securely stored until completion of the assessment.

Mark Attendance

Attendance of all students who have presented for assessment is to be marked in the Attendance Register.

Assessment

The assessment process information as per 1.2 above should be reiterated prior to commencement of the assessment.

Cover Sheet

The Cover Sheet is to be handed out and discussed prior to the assessment instrument; Assessor is to discuss the content of the Cover Sheet and direct students to:

Complete sections:

- Participant name;
- Student ID No;
- Workplace coach/Supervisor (where applicable if the assessment is being conducted at Host site or is a Verification of Competency)

As per following table:

Student Name:	James Brown	**Student ID No:**	123456
Course Location:		**Course ID:**	
Workplace Coach / Supervisor:	Peter Jones – Mechanic Supervisor		
Assessor Name:			

Read, complete and sign Student Readiness section;

Student Readiness	
I, declare that I have participated in training for this unit and/ or have prior experience and am prepared to undertake this assessment at this time.	
Participant Signature:	**Date:**

- Read and sign the Assessment Format & Plagiarism Policy section.

Assessment Format & Plagiarism Policy

Plagiarism is defined as the copying of sections of any published work without acknowledging the source. Cheating will be defined as handing in someone else's work as your own or allowing someone else to hand up your work, several people writing one computer copy and handing up multiple copies, all represented as individual work and using any part of someone else's work without proper acknowledgement. This organisation maintains a Zero Tolerance policy in relation to plagiarism and/or cheating. Any student found to have plagiarised work or cheated or assisted another person to plagiarise or cheat will automatically be disqualified from the assessment, receive a Not Achieved result and may be subject to expulsion from the course/program.
I understand the above policy and declare the attached assessments is my own and original work. **Participant Signature:** **Date:**

Assessment Instrument Relevant Resources

Resources (where applicable) are to be handed out to students face down.

Reading Time

Reading time is allowed prior to assessment commencing. Students must be advised that they cannot commence completing assessment during this period of time.

Assessment Commences.

STEP 3 – Monitor and Manage Assessment

Written & Oral Assessment:

Commence Assessment and remind students once again:

- of time frame;
- to take care to read and carefully consider questions;
- to use only black or blue pen.

Monitor the assessment for the entire assessment period to ensure that the work completed by each student is their own work and that time keeping is managed appropriately.

Completed Assessments are to be quietly brought to the Assessor who will:

- Check the assessment instrument for completion and:
- if not complete request the student to complete; or
- if complete give the student permission to quietly leave the assessment venue.

- Mark the student as having completed the assessment on the Attendance Register.
- Store the assessment securely and confidentially.

Time Elapsed is to be called and all assessments are to be collected whether completed or not.

Incomplete Assessments will be dealt with through the Oral Verification, feedback, support and re-sit processes.

Step 4 – Mark, Finalise & Record

Achievement Levels

The achievement level of all formative assessments is set at 80%.

Students achieving 80% or more will be awarded as Satisfactory (S) regardless of the percentage result.

Students achieving 79% or less will be awarded a Not Yet Satisfactory(NYS) regardless of the percentage result.

Assessor Marking Guide

MTA has developed validated Marking Guides for all assessments.

These Marking Guides are to be used by all Assessors at all times.

If an Assessor believes that one or more responses contained in the Marking Guide are incorrect or too restrictive or has any other query related to a Marking Guide they should immediately speak with the Accountable Officer.

Assessors do not have authority to change acceptable responses or accept responses not included in the Marking Guides without the express permission of the Accountable Officer.

Marking Assessment

For written and oral assessments all marking is to be recorded in **RED** pen.

Correct answers should be identified with a Tick (☑);

Incorrect answers should be identified with a Cross (☒)

For all incorrect answers:

- record the lost points next to the answer and adjacent to the ***Mark*** score;
- tally lost points in the top right hand corner of the page.
    - All pages must be initialed by the Assessor at the bottom right hand corner of each page.
    - Where all questions have been responded to and the Assessor is confident that the student will not be assisted with Oral Verification they should check the appropriate box marked *"student written responses only"* and sign on the Cover Sheet;

The methodology used for this assessment was:	*Assessor Signature*
❑ Student written responses only	
❑ Written responses with clarifying questions, documented by Assessor	
❑ Oral responses only, documented by Assessor	

- Where a student has not responded to all questions or has not achieved 80% or more of the required results and Oral Verification is utilised the Assessor should follow the directions listed below in the Flexible Adjustment section;
- Assessor to enter the Points Scored in the box at the bottom right hand of the Cover Sheet;
- Assessor to tick the appropriate achievement box located near the bottom of the Cover Sheet;

Satisfactory ❑	**Not Yet Satisfactory** ❑	**Re-sit of Assessment Required** ❑

- Students to sign the Cover Sheet once marking is complete;

Student Signature:	***Date:***	

4.4. Recording Oral Verification Outcomes

The following recording protocols must be followed at all times.

On each individual page where oral responses have been given:

- Ensure that the response has been clearly and comprehensively documented;

- Both the Assessor and student have initialed or marked their confirmation that the response has been transcribed correctly;
- With a single line rule out the 'lost points';

Do Not

- write the new result over the old result;
- scribble or obscure the original result in any manner excepting for one single line;

Enter either the new 'lost points' next to the previous ones; or

Insert a Tick (☑) indicating a correct response for the question;

Ensure that each of the questions verbally responded to are stamped "*Oral Response Given*" next to it.

Cover Page:

The "*Points Scored*" needs to be updated by drawing a single line drawn through the previous result.

Do Not

write the new result over the old result;

scribble or obscure the original result in any manner excepting for one single line;

Write the new total next to the revised total and still within the "*Points Scored*" text box;

Assessor to sign the appropriate "*Methodology*" box i.e.

The methodology used for this assessment was:	*Assessor Signature*
❑ Student written responses only	
❑ Written responses with clarifying questions, documented by Assessor	
❑ Oral responses only, documented by Assessor	

Assessor to tick the appropriate result box;

Or where the student does not achieve APA for either or both the written assessment and

Oral Verification the Re-sit of Assessment Required box should be ticked;

Satisfactory ❑	**Not Yet Satisfactory** ❑	**Re-sit of Assessment Required** ❑

Student is to sign and date the yellow student signature box whether the result is APA or APNA

Student Signature:	***Date:***	

Incorrect Mark

Where an assessor has inadvertently incorrectly marked an assessment question:

- On the page and next to the question
    - The incorrect entry should be crossed out by a single line.

Do Not

- write the new result over the old result;
- scribble or obscure the original result in any manner excepting for one single *line;*

- insert the correct result next to the revised result;
- insert and initial a statement that clearly indicates that the initial result was in error. e.g. "Incorrectly marked by Assessor. Rectified."

- On the cover page
    - The "Points Scored" needs to be updated by drawing a single line through the previous result.

Do Not

- *write the new result over the old result;*

  - *scribble or obscure the original result in any manner excepting for one single line;*

- Write the new total next to the revised total and still within the "Points Scored" text box;

- Assessor to sign the appropriate "Methodology" box i.e.

The methodology used for this assessment was:	*Assessor Signature*
❑ Student written responses only	
❑ Written responses with clarifying questions, documented by Assessor	
❑ Oral responses only, documented by Assessor	

- Assessor to tick the appropriate result box and the Re-sit Assessment Required;

Satisfactory ❑	**Not Yet Satisfactory** ❑	**Re-sit of Assessment Required** ❑

- Student is to sign and date the yellow student signature box whether the result is APA or APNA

Student Signature:	***Date:***	

Reasonable Adjustment

Procedure	Responsibility
•	Trainer/Assessor

Step 5 - Feedback

Students are to receive clear and constructive feedback in relation to all assessments.

Feedback must be provided in a positive and supportive manner at all times.

Students are to be permitted to ask questions and receive constructive responses.

Students should be given the opportunity to request further feedback at a later date.

Step 6 – Reasonable Adjustment & Intervention Strategies

Making reasonable adjustments

- Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else.
- Assessors can refer to this guide for further information about how and when to make reasonable adjustments https://www.velgtraining.com/library/files/Reasonable%20Adjustment.pdf
- When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the Disability Standards for Education 2005. https://education.gov.au/disability-standards-education
- Where a reasonable adjustment is made to assessment, this should be documented in the Assessment Record Tool.

Reasonable Adjustment – Oral Verification

When Does Oral Verification Apply?

Oral Verification in assessment is available to all students who do not achieve the required results or who are unable to write the responses themselves.

Application of Oral Verification is at the sole discretion of the Assessor. e.g. an Assessor may determine that Oral Verification is not justified where they know that a student has the capacity to achieve the required results and the student has been disruptive throughout the assessment process or the student has purposefully defaced the assessment with inappropriate comments.

On the other hand an Assessor may be aware that a student is capable and the assessment process is unusually difficult for that student resulting in their inability to successfully complete any assessment, or there may be a language barrier, or the student may be capable of verbalising their responses and cannot effectively translate the response to the written word.

In some cases, at the discretion of the Assessor, it may be most beneficial for the student to defer Oral Verification to a later date.

What is Oral Verification?

Oral Verification requires either;

a. the Assessor to clarify the student's response through conversation; or

b. the student to orally respond to questions.

Oral Verification may be given either:

a. as clarification of incorrectly or not responded to questions; or

b. as the entire assessment. e.g. where a student may have injured their writing hand and is unable to document the responses themselves. In this case it would be known as Oral Assessment.

Process for Clarifying Responses

The Assessor's role is to clarify the question and record the student's verbal response.

The Assessor should not lead the student to the correct answer.

In a one on one situation the Assessor should question by question answered incorrectly:

- Verbally repeat the question that the student did not answer correctly and clarify for the student if needed;
- Repeat the answer the student has written in the assessment;

- Ask the student to consider the question and answer;
- Ask the student to clarify their written response;
- Clear and comprehensively record the student's response next to the related question;
- Each question responded to verbally must also be stamped with the "*Oral Response Given*" stamp;
- Have the student initial each recorded response to indicate that it has been transcribed correctly.

Process for conducting entire assessment using Oral Verification

The Assessor's role is to ask the question and record the student's verbal response.

The Assessor should not lead the student to the correct answer.

In a one on one situation the Assessor should question by question

- Clearly ask the question as documented in the Assessment Instrument;
- Where required and at the discretion of the Assessor clarify the question for the student;
- Clearly and comprehensively record the student's response in the space provided for each question;
- Each question responded to verbally must also be stamped or written "*Oral Response Given*";
- Ensure both the Assessor and the student initial or mark each recorded response to confirm that it has been transcribed correctly.

INTERVENTION STRATEGIES

Sudden Inability to Achieve Result

Where a student has consistently achieved a result of APA for Formative written and/or oral assessment and then does not result successfully in a written/oral formative assessment the

Assessor should commence a conversation the focus of which is to determine the cause of the student's inability to result successfully.

Where the Assessor, in their professional opinion, believes that this is a one of situation, they may utilise Flexible Adjustment Oral Verification for the assessment.

Where the Assessor, in their professional opinion, believes that the student's issues may impede their success in the future they are to refer the student to the Student Support Officer for intervention immediately.

Where a student's usual results indicate that they are having difficulty in achieving required results for Formative Assessment, with or without Flexible Adjustment, they are to be referred to the Student Support Officer for intervention immediately. As a guide a student resulting APNA for any reason for a maximum of 2 formative assessments should be referred to the Student Support Officer for consideration of an Intervention Strategy

Assessment Validation

If an assessor believes that an answer given by a student could validly be determined as correct but the response is not listed in the Assessor Marking Guide they should advise the Accountable Officer immediately.

The Accountable Officer will either:

a. Give a one off approval to accept the student's response; and/or
b. Add the issue to the Validation agenda.

The V&MT will at its earliest meeting consider the recommendation of the Assessor and provide a response within 48 hours of that meeting.

Where the V&MT accept the Assessors recommendation, the Accountable Officer will:

a. Advise all Assessors via email within 48 hours of the meeting;
b. arrange the update of the Assessor Marking Guide in line with Records Management and Version Control policy.

Practical Placement

Establish placement arrangements

- For courses that require practical placement, students may be required to source their own placement, or MTA will assist to establish a suitable workplace.

- For any workplace agreeing to take on a student, they must have full and complete information about the course and the expectations upon them and the student during the placement prior to agreement.
- Ensure the workplace is suitable for placement by ensuring the workplace:
    - Has appropriate facilities, equipment and job requirements to provide the student with appropriate learning opportunities relevant to their course.
    - Has the resources to ensure the student can be continually supervised.
    - Meets workplace health and safety requirements.
    - Ensure the workplace has the relevant Course Outline and Practical Placement Handbook/Information for Supervisors.
- A Practical Placement Agreement is to be completed between the student, the workplace and MTA at the commencement of the program.
- The agreement will outline the arrangements of the placement including number of hours and when the placement is to be completed.

Monitor practical placements

- Practical placements usually involve a number of visits to the workplace by the Trainer/Assessor for the purposes of providing on the job support and/or assessment. Practical placement arrangements will be monitored through these visits.
- Monitoring of the placement will include ensuring that the:
    - The work placement arrangements are mutually beneficial between all parties.
    - The workplace is happy with the achievements, contribution and participation of the student.
    - The student is showing up for their work placement shifts at the right time.
    - The details of the work placement are being recorded properly.
    - The workplace is fulfilling their requirements by supporting the student and providing appropriate feedback to MTA about the student's skills and achievements.

    - The monitoring process will aim to resolve any issues or concerns identified.

- Any complaints received about the practical placement will be addressed according to the Complaints and Appeals policy and procedure.
- Where it is considered suitable and beneficial for all parties involved, alternative work placement arrangements may be made for a student if required.

Collect feedback from host workplaces

Workplaces providing practical placements to students will be asked to provide feedback to the RTO on a regular basis through Host Workplace Visit Surveys, the Quality Indicator Employer Satisfaction Survey and Host Workplace Exit Survey – to be collected in line with the Feedback Procedures.

Record Keeping

Keep accurate records of training and assessment

- All documents relating to the training and assessment of a student must include their full name or ID, the relevant unit/s (where applicable) and the date to which the record relates, written clearly.
- All records relating to training and assessment, including completed student work, must be kept in the student's file for the duration of the student's enrolment.
- Ensure the student's file is maintained to show an accurate record of the student's progress and participation. All records relating to visits, assessment, contact and progress should be stored in the file by the trainer/assessor.
- MTA will ensure that for records of assessment will be kept for at least 6 months after an assessment decision has been made.

Assist with accurate student administration

- Notify the office promptly of any student withdrawal, cancellation or suspension (at least within 7 days).

- Collect student forms and documents as instructed and ensure they are completed accurately and provided to the office within 7 days.
- Follow up on any incomplete training, assessment or administration paperwork as requested to do so by administration team.

Plagiarism, cheating and collusion

Dealing with academic misconduct

- Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Training Manager along with reasons for allegation. Reasons may include:
    - Similarity between student responses
    - Use of un-referenced source materials
    - Copying of other students work
    - Copy of material from the internet or textbooks
- The Training Manager and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation.
- The Training Manager and Trainer/Assessor will then make a decision about the steps to be taken. This may include:
    - Requiring the student to resubmit the assessment
    - Using an alternative form of assessment to determine the student's understanding

Where a student has repeated serious allegations of academic misconduct they may be given special or altered conditions for their assessment task or in serious cases they may be asked to withdraw from the course.

Breaches of Student Conduct

Dealing with non-academic/general misconduct

- Where a staff member is either informed of or witnesses a student in breach of the Student Code of Conduct raise the concern with the student directly (if appropriate) or ask the Trainer/Assessor or Training Manager to raise the concern with the student.
- Where a student is unable or unwilling to redress the problem, invite them to attend a disciplinary action meeting with parties of their choice and any other parties involved in the incident.
- Ensure written invitation and all records of interactions are stored In the student file.
- Where behavior continues or a student fails to participate in disciplinary actions, notify the CEO.
- The CEO may decide the student's enrolment poses an unfair, unsafe or high risk situation and decide to withdraw the student from their course.
- Record details of the actions taken and decisions made in the students file.
- Notify the student/s promptly in writing of all decisions and ensure they are aware of their right to appeal the decision.

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