



Policy and Procedure

Assessment

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Policy

RAISE Training ensures that assessments align with Training Package requirements, follow assessment principles and rules of evidence, meet workplace and regulator standards, and undergo systematic validation.



Purpose

RAISE Training demonstrates commitment to the integrity, currency, and value of issued certificates by implementing thorough and rigorous assessment practices for learners, employers, and the industry.



Scope

This policy applies to all employees engaged in providing training and assessment services, including recognition of prior learning.

Definitions

Assessors - are persons who assess a learner's competence.

Assessment - means the process of collecting evidence and making judgements on whether competency has been achieved. This is to confirm that an individual can perform to the standard required in the workplace, as specified in a Training Package.

Trainers - are persons who provide training.

Training and Assessment Competencies - is the minimum training requirements for trainers and assessors working in the vocational education and training (VET) environment.

Training Package - means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. A training package also consists of a non-endorsed, quality assured companion volume/s which does not form part of the requirements that RAISE Training must meet under these Standards.

Validation - is the quality review of the assessment process. Validation involves checking that the assessment tool/s produces valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package are met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes, and acting upon such recommendations.

Assessment Tools

Assessment tools make sure that only students who have the right skills and knowledge are considered competent.

RAISE Training maintains the integrity of assessments by adhering to the principles of assessment and rules of evidence through the following measures:

- Aligning all assessment tools with the corresponding units of competency to ensure compliance with the relevant training package requirements.
- Establishing procedures to systematically validate and enhance assessment processes, tools, and evidence requirements.
- Implementing procedures to offer Recognition of Prior Learning (RPL) to eligible students for relevant courses and issue certification to those who meet the criteria.

Principles of Assessment

The principles of assessment are fundamental guidelines that underpin the process of evaluating and measuring a learner's knowledge, skills, and competencies. These principles contribute to the fairness, flexibility, validity, and reliability of assessments.

Fairness	Assessment considers individual learner needs, with applied adjustments as necessary. Learners are informed about the process and can challenge and seek reassessment when needed.
Flexibility	Assessment is tailored to individual learners by addressing their needs, acknowledging competencies regardless of the acquisition method, and employing diverse, context-appropriate assessment methods aligned with competency units and individual requirements.
Validity	Assessment decisions are justified through evidence of individual learner performance. Validity is ensured by assessing against comprehensive competency units, integrating knowledge and skills with practical application, and using evidence that indicates the learner's ability to apply skills and knowledge in similar situations. Competence judgments rely on aligned evidence of learner performance with unit requirements.
Reliability	Assessment results remain consistent and comparable across assessors as evidence presented for assessment is uniformly interpreted.

These principles collectively contribute to the effectiveness and integrity of the assessment process, ensuring that it serves its purpose in evaluating and supporting the learning journey of individuals.

Rules of Evidence

The rules of evidence in the Australian VET sector typically include the following key principles:

Validity	The assessor must ensure that the learner possesses the skills, knowledge, and attributes outlined in the unit of competency and its associated assessment requirements.
Sufficiency	The assessor must be confident that the assessment evidence's quality, quantity, and relevance allow for a valid judgment of the learner's competency.
Authenticity	The assessor must ensure that the evidence presented for assessment is genuinely the learner's own work.
Currency	The assessor must ensure that the assessment evidence reflects current competency, meaning it should be from the present or the very recent past.

Assessors use these evidence rules to validly judge a learner's competence.

Decision Making

Assessors get guides for each assessment and course. These help them decide if a learner is **Competent (C)** or **Not Yet Competent (NYC)** based on the Unit of Competency.

The Training and Assessment Strategy outlines assessment resources.

Competent (C) means the learner has successfully passed the unit or units of competency and will receive the qualification or statement of attainment.

Not Yet Competent (NYC) is when the learner hasn't shown enough competence according to the Unit of Competency, as assessed by the assessor. Exploring options, such as additional learning or reassessment, may be considered.

Appeals

Learners have the right to appeal if they are dissatisfied with an assessment outcome or any issue affecting program completion. This option, part of the Complaints and Appeals Policy and Procedure, is explained before enrolment and available if deemed Not Yet Competent (NYC) by an assessor.

Results

After finishing a training program, assessment results are processed and recorded within an online Student Management System. Original documentation is stored, and if applicable, AQF Certification is issued within 30 days.

Assessment Validation

Our assessment practices and judgments are systematically validated. Each training product is validated at least once every five years, with at least 50% of training products being validated within the first three years of this cycle.

The following table is to be used as a guide for when training products are to be validated including the number of Units of Competency (UOC) from each of the qualifications or unit cluster.

Qualification or Course Category	Year 1	Year 2	Year 3	Year 4	Year 5
TLI31222 Driving Operations	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC
Bush Firefighter			Up to 3 UOC		Up to 2 UOC
Confined Spaces		1 UOC	1 UOC	1 UOC	1 UOC
Chain of Responsibility			1 UOC		1 UOC
Civil Construction	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC	Up to 3 UOC
Dangerous Goods		1 UOC			1 UOC
Fatigue Management	1 UOC			1 UOC	
Heavy Vehicle	2 UOC	2 UOC	2 UOC	Up to 3 UOC	Up to 3 UOC
High Risk Work	3 UOC	3 UOC	3 UOC	3 UOC	3 UOC
Infrastructure	1 UOC	1 UOC	1 UOC	1 UOC	Up to 2 UOC
Work Health and Safety	1 UOC	1 UOC	1 UOC	1 UOC	Up to 2 UOC

The following table contains a list of the individual units associated with the Course Categories above.

High Risk Work	Heavy Vehicles	Work Health & Safety	Civil Construction	Dangerous Goods
- CPCCLDG3001 (DG)	- TLIA1001	- BSBWHS412	- RIIHAN307E	- TLID0021
- CPCCLRG3001 (RB)	- TLIB2008	- BSBWHS414	- RIIHAN308F	- TLILIC0001
- CPCCLRG3002 (RI)	- TLID0003	- BSBWHS418	- RIIHAN309F	
- CPCCLRG4001 (RA)	- TLID0020	- CPCWHS1001	- RIIMPO317F	Fatigue Management
- CPCCLSF2001 (SB)	- TLIE3028	- PUASAR022	- RIIMPO318F	- TLIF0005
- TLILIC0003 (LF)	- TLIF0025	- PUASAR032	- RIIMPO319E	- TLIF0006
- TLILIC0004 (LO)	- TLILIC2014 (LR)		- RIIMPO320F	
- TLILIC0005 (WP)	- TLILIC2015 (MR)	Infrastructure	- RIIMPO321F	Chain of Responsibility
- TLILIC0011 (RS)	- TLILIC2016 (HR)	- MSMPER200	- RIIMPO323E	- TLIF0009
- TLILIC0016 (CB)	- TLILIC3017 (HC)	- MSMWHS216	- RIIMPO324F	- TLIF0014
- TLILIC0020 (CO)	- TLILIC3018 (MC)	- MSMWHS217	- RIIMPO337E	
- TLILIC0021 (C1)	- TLIC4006 (MC)	- RIIRIS201E		Confined Spaces
- TLILIC0023 (C6)		- RIIWHS202E	Bush Firefighter	- MSMPER200
		- RIIWHS204E	- PUAEQU001	- MSMWHS217
			- PUAFIR204	- RIIRIS201D
			- PUAFIR210	- RIIWHS202D
			- PUAOPE013	
			- PUATEA001	

Relative risk of all training products is to be considered in the above scheduling cycle. Where there is an industry change that affects a training product, this training product is to be prioritised.

Validation Process

During the validation exercise, all participants receive pertinent competency standards and assessment instruments for the training product under review.

Information from validation exercises is recorded within the **Course Feedback Form**.

This form is used by trainers, assessors, consultants, and industry representatives when engaged in the validation of assessment resources.

Course Feedback Form

This form is used to collect direct input from industry representatives and training staff on course content, training and assessment strategies and practices.

Input is evaluated by the RTO Manager and required work escalated to appropriate personnel.

Course updates, once implemented within a designated timeframe, will be advised, and recorded within the Continuous Improvement Register.



raisetraining.com.au/CourseFeedback

Further information on this process is detailed within the **Training and Assessment Strategies and Practices** policy and procedure.

Validation Personnel

The RTO Manager leads the assessment validation, involving personnel like trainers, assessors, consultants, and/or industry representatives. Importantly, the process includes one or more individuals not directly engaged in delivering or assessing the specific training product being validated.

Each validation exercise is to be undertaken by one or more persons who, collectively, hold:

- Relevant vocational competencies and current industry skills
- Current knowledge and skills in VET teaching and learning
- TAE40116 Certificate IV in Training and Assessment (or its successor) or TAESS00001 Assessor skill set (or its successor).