

THE DIMENSIONS OF COMPETENCY

- 1 People are considered to be competent when they are able to apply their knowledge, skills and attitude to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.
- 2 Competency involves successful work performance through application of the four dimensions of competency. In the drafting of learning materials these four dimensions as detailed below are to be taken into account:
 - a) Task Skills - undertaking a specific workplace task;
 - b) Task Management Skills - Managing a number of different tasks to complete a specified project to determine skills in leadership and management and direction of all in the team;
 - c) Contingency Management Skills – responding to problems and irregularities such as:
 - i. Equipment breakdown;
 - ii. Changes in routine;
 - iii. Unexpected or atypical result or outcome when expected performance has not been met; and.
 - d) Job/ Role Environment Skills - dealing with the responsibilities and expectations when undertaking a particular work activity.
- 3 All developed delivery and assessment materials are designed to meet the required AQF outcome level descriptor for the relevant qualification.

ASSESSMENT

- 1 The timetable lists the sequence of the course. The timetable is specific for each of the courses being conducted and is issued by the Course Coordinator. The timetable prescribes the sequence of delivery and may be amended as per need basis with the approval of the RTO Manager/CEO.
- 2 On commencement of the units of the course, the student is issued a Student Assessment Workbook which include the Assessment Guide and Tasks.
- 3 The materials are reviewed by the students and trainer together to ensure clear understanding of the requirements. Each student must practically demonstrate the skills discussed and observed in the training venue (e.g. classroom, kitchen, nursery, farm). Projects are issued during this preliminary review phase, with clear advice of the completion/submission date.

- 4 During class work, learning activities are conducted to ensure the student is acquiring the required skills and knowledge to complete. These are listed in the Assessor Guide. The candidate assessment tool is worked on during classroom sessions and submitted as the assessments are completed. The completed assessment is filed onto the student file and Wisenet is updated to reflect the satisfactory completion.
- 5 Assessments are marked by the assessor and feedback issued to the student using the appropriate assessment tool. The final assessment record is marked to reflect the satisfactory completion. Where written or verbal questions are used, the questions that are not successfully answered by the student are discussed and the student brought up to speed with the one-on-one training.
- 6 Whenever Project is one of the Assessment methods, Project work is submitted in a portfolio of evidence by a prescribed due date as a summative assessment. The assessor marks the portfolio of evidence using the Trainers Guide as a benchmark. Where appropriate, a practical assessment is conducted and the Observation Checklist is completed. This assessment grid also includes the underpinning knowledge and skills and critical evidence requirements.
- 7 All assessment records are then filed into student records.
- 8 The final competency is determined once all assessments tasks are completed. The record of student competency is completed to indicate the units that are completed and Wisenet is updated to reflect the new competency status

REASONABLE ADJUSTMENT

- 1 There is a range of legislation and policies which promote access and equity within the national vocational education and training system. In keeping with these policies, assessors ensure that candidates are not disadvantaged in the assessment process due to cultural or linguistic background, age, religion, gender or disability.
- 2 Assessors are aware of the ways in which candidates might be disadvantaged in the assessment process and what steps can be taken to ensure that assessment policies and practices take account of the individuals needs.
- 3 Reasonable adjustment involves allowing the assessment process to take into account the special characteristics of the student while ensuring the validity, fairness and reliability of assessment decisions.
- 4 Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship upon TIV. The following considerations are made:

- a) The nature of the benefit or detriment likely to be experienced by the person concerned;
 - b) The effect of the disability or disadvantage on the person concerned; and
 - c) The financial circumstances and the estimated amount of expenditure required to be made by the organisation claiming unjustifiable hardship.
- 5 Adjusting the assessment process may involve varying the procedures for conducting the assessment, for example allowing additional time for the completion of tasks, extending deadlines for assignments, varying the venue, date or times for assessment.
- 6 We shall vary the evidence gathering techniques, for example, using an assignment instead of an exam, oral rather than written questioning, and short answers instead of multiple choice and varying question and response modalities.

ASSESSMENT TOOLS

- 1 All assessments comply with the requirements of the relevant National Training Package and accredited courses.
- 2 The assessment tools have been developed by the Course Coordinators and the relevant trainers/ assessors and can be mapped against the units of competency within the training package.
- 3 Our assessment tools comply with the principles of validity, reliability, fairness and flexibility.
- 4 Our assessment tools have:
 - a) Student Name;
 - b) Indication of the competency to be assessed, traceable to the Unit of Competency code;
 - c) Indication of the decision point either “competent” or “not yet competent”;
 - d) Be subject to document control, with a date, page build status and unit of competency;
 - e) Allow indication that the student has passed the assessment or otherwise;
 - f) Allow for sign off, dating and feedback by the assessor and
 - g) Allow sign off, dating and feedback by the student.
- 5 Where the assessment tool forms only part of the required three pieces of evidence to demonstrate competency, the assessment outcome is placed in the Student File to allow correlation of other pieces of evidence.

- 6 Assessment must cover the dimensions of competency listed above and allowing for diversity in culture, learning ability and style and language.
- 7 The assessment tool in following the requirements of this clause will allow for reassessment on appeal.
- 8 The assessments lead to the issuing of a Statement of Attainment or qualification under the ASQA when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable accredited course or modules specified in the applicable accredited course.
- 9 Students will be provided with guidance on future options in relation to their assessment outcomes.

CONDUCTING ASSESSMENT

TIV conducts an effective assessment which complies with the assessment requirements of the relevant training package and in accordance with the principles of assessment and rules of evidence.

- 1 Delivery of course of training follows the Timetable and session plans. The timetable also lists the delivery hours, the method of the assessment and times for the completion of the assessment task.
- 2 Assessments are conducted in accordance with the session plan schedule for each unit.
- 3 Training in the knowledge aspects of the course are conducted in alignment with the requirements of Training Packages.
- 4 Candidates not achieving competency on the first attempt will be allowed to resubmit assessments or may be given a supplementary assessment (whenever applicable) without incurring additional fees. After the first resubmission/supplementary assessment, a meeting is held between the Course Coordinator and the candidate to discuss future options in addition to the possibility of imposition of additional course or assessment fees.
- 5 Assessments are conducted against the listed requirements from the National Training Package and must meet the standard of assessment listed in the Marking Guide which can be found on the Assessor Guide. Sufficient detail of the assessment events must be recorded on the observation checklist to demonstrate any deficiencies in skills.

Assessment

- 6 The assessment tools may be completed over a series of different days and may not be completed within a day. However, the date of each assessment must be recorded on the assessment tool.
- 7 The Assessor must determine the standard of performance and deem the student performance as “satisfactory” or “not satisfactory”.

The Assessor must ensure that the evidence provided by the student follows the rules of evidence i.e. the valid, sufficient, authentic and current.

The student assessment shall be conducted at the times specified in assessment schedule listed in the Session plan.

- 8 The Student will complete the Student End of Unit Feedback (Form 039 or 147 whichever is applicable).
- 9 It is the responsibility of each Trainer/Assessor to complete all of the records of assessment and return them to Records Management Officer and/or Administration Officer for data entry and collation of the separate assessments.
- 10 Copies of the assessment tools are filed in preparation for review by any of the regulatory authorities.
- 11 If any student is found to be in contravention of performance standards in the code of conduct, is caught plagiarising information or committing form of assessment dishonesty, an investigation will be undertaken and there is a possibility that their assessment task will be marked not satisfactory or the unit will be marked not competent or they may be asked to repeat the unit or their COE will be cancelled depending on the number of times the student is caught committing such assessment dishonesty.