

1. Purpose

The Assessment Policy and Procedure outlines the principles that underpins Technical Institute of Victoria's approach to assessments.

The purpose of this policy is to meet the requirements of the Standards for Registered Training Organisations 2015 and to comply with these standards.

2. Scope

This document applies to all assessable learning activities, units and courses offered at the institute.

3. Responsibility

The CEO and RTO Manager will be responsible for implementation of this policy and procedures along with the delivery of training and assessment.

4. Definition

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of assessment and the Rules of evidence.

Assessment tools are the instruments and procedures used to gather and interpret evidence of competence for the chosen assessment method.

Competency: The consistent application of knowledge and skill to the standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical and managerial/business skills at an acceptable level
- Ability to transfer and apply skills and knowledge to new situations and environments.
- Organising one's tasks
- Responding and reacting appropriately when things go wrong

5. Policy

Assessments will support student's engagement in learning and the creation of supportive learning communities.

TIV's assessment system will ensure that assessments (including RPL) comply with the assessment requirements of the training product and meet the principles of assessment and rules of evidence.

All assessments will:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- include coversheets that contains student declaration with respective to student and assessor's name, date and signature.
- lead to the issuing of a Statement of Attainment or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Packages.
- respect, recognise and develop student's current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learnings.
- be equitable for all learners, taking into account cultural and linguistic needs
- have provision for reassessment on appeal.

All assessments including knowledge test, questions, at TIV must be submitted electronically in a soft copy. All the assessments must be typed by the Learner. However, flexible arrangements can be made if students are unable to submit their assessment electronically due to compassionate or compelling circumstances.

At TIV, assessments are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

i. Fairness:

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by TIV to consider the individual learner's needs. TIV will inform the learners about the assessment process and provide the learner with the opportunity to

challenge the result of the assessment and be reassessed if necessary.

ii. **Flexibility:**

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how and 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.

iii. **Validity:**

Any assessment decision of TIV 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 is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- ☐ Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.

iv. **Reliability:**

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

Rules of Evidence

v. **Validity**

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

vi. **Sufficiency**

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

vii. Authenticity

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

viii. 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.

Forms of evidence

A range of assessment methods will be used to accommodate the diversity in student's learning styles and preferences. These assessment methods may include but not restricted to:

For Business Courses delivered at TIV,

- Case studies
- Projects
- Reports
- Presentations
- Role plays and
- Knowledge Test
- Worksheets
- Practical demonstration in training/workplace kitchen, Logbook (Only applicable for SIT Qualifications)

Assessors

The assessor's role is to objectively assess and judge a student's evidence against a set of standards. The assessor will have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments at TIV will be conducted by qualified assessors who have the assessor competencies

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
 - TAELLN411 (or its successor) or TAELLN401A, and
 - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- A diploma or higher-level qualification in adult education.

In addition to these requirements specified above, TIV's training and assessment will be delivered only

by persons who have:

- i. Vocational competencies at least to the level being delivered and assessed.
- ii. Current industry skills directly relevant to the training and assessment being provided.
- iii. Current knowledge and skills in vocational training and learning that informs their training and assessment.

For trainers delivering SIT Qualifications -In addition to the above requirements, Trainers who will undertake SIT Qualifications must have achieved following:

For SIT30816- Certificate III in Commercial Cookery: Trainers who will undertake Certificate III in commercial cookery must have achieved the Certificate III in Commercial Cookery to assess the cookery units as part of Certificate III in Commercial Cookery qualification;

SIT40516- Certificate IV in Commercial Cookery: Trainers who will undertake Certificate IV in Commercial Cookery must have achieved Certificate IV in Commercial Cookery to assess the cookery units as part of Certificate IV in Commercial Cookery qualification;

SIT50416- Diploma of Hospitality Management: Trainers who will undertake Diploma of Hospitality Management must have achieved Diploma of Hospitality qualification.

SIT60316- Advanced Diploma of Hospitality Management: Trainers who will undertake Advanced Diploma of Hospitality Management must have achieved Advanced Diploma of Hospitality Management qualification.

In addition to it, all the above trainers must have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency. The relevant qualification they are delivering or have achieved an equivalent or higher level qualification and have relevant current industry experience.

The assessor will and must comply with the assessment guidelines and the requirements of this policy and procedures.

Industry currency and Professional Development

- All trainers will be required to maintain current industry skills directly relevant to the training and assessment being provided. This can be demonstrated through but not limited to:
 - volunteering or working part-time in the industry area
 - Undertaking accredited training relevant to the industry area
 - belonging to industry associations
 - engaging with industry (for example, through discussions with employers or attending industry networking events)
 - reading industry journals and subscriptions
 - staying informed about changes to technology
 - keeping up to date with changes to legislation
- All trainers will be required to continue taking professional development in the fields of knowledge and practice of vocational training and learning that informs their training and assessment.

6. Benchmark for Competency

All students enrolled at the institute must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

7. Penalties for Plagiarism, collusion and cheating

Acts of plagiarism, collusion and cheating are not permitted in any work completed for assessment and will result in a written warning and repeating the VET unit of competency, as well as incurring any associated charges. If a student is found cheating or reported for plagiarism or collusion on any form of assessment, their assessment will be deemed Not Yet Competent. If a student engages in such act for a second time, they may be suspended or expelled from the course. All work submitted must be an accurate reflection of the student's level of competence.

Information on Plagiarism and collusion is defined clearly in TIV's student handbook or refer to detailed information on Plagiarism and collusion Policy.

All plagiarism is unacceptable and each case of plagiarism should be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.

Inappropriate practices in the use of referencing, citations, quotations or attributions for formative assessment may be dealt with and by the assessor, who may refer students to appropriate resources to improve their academic skills.

Evidence of plagiarism and cheating is treated on a case by case basis and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course.

Suspected incidents of plagiarism involving assessments will be dealt with seriously:

- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for re-assessments.
- If students are engaged in such act for a second time, they may be suspended or expelled from the course.
- All work submitted must be an accurate reflection of the student's level of competence. The evidence used to make a decision at TIV about competence will be valid, sufficient, authentic and current.
- For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedures.

8. Reassessment

Students will be given 2 additional attempts to demonstrate competency at each assessment (One original submission + 2 additional attempts of reassessments). First 2 reassessments (i.e. 1 original submission and 1 additional attempt) will not incur any charges. However, third reassessment will incur a fee of \$300. If students are unable to demonstrate competency after three attempts at each task, they will be deemed Not Yet Competent (NYC) and must re-enrol and undertake the unit again. This will incur a fee.

Unit repeat fee: \$300 per unit.

Not attending for an assessment will be counted as one assessment attempt for each occurrence unless:

- the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
- the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

For SIT Courses i.e. SIT30816-Certificate III in Commercial Cookery, SIT40516-Certificate IV in Commercial Cookery and SIT50416-Diploma of Hospitality Management:

Students missing more than one kitchen practical class will not be allowed to sit in re-assessment but will be required to repeat the units as it will not be possible for students to develop the required skills without attending kitchen practical classes. Student's kitchen attendance will be monitored closely and student missing kitchen's

practical classes will be treated on a case by case basis. Therefore, to develop skills and knowledge, student must ensure to attend classes regularly.

9. Procedures

This section defines the procedures used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL) as TIV offers RPL to learners.

Step 1. Establish the assessment context

The Assessor will establish the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualifications framework.

Step 2. Prepare the learners

The Assessor will discuss and explain the learners about:

- the context and purpose of the assessment process
- the competency standards to be assessed and the evidence to be collected
- assessing the needs of the learners and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the

competencies

- seeking feedback regarding the learner's understanding of the competency standards, evidencerequirements and assessment process
- determine if the learner is ready for assessment and, in consultation with the learner, decide on thetime and place of the assessment.

Step 3: Plan and prepare the evidence gathering process

The Assessor will:

- use 's assessment tools to gather sufficient and valid evidence about the learner's performance in order to make the assessment decision in regard to principles of assessment and rules of evidence.
- organise equipment or resources required to support the evidence gathering process.
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4: Collect the evidence and make the assessment decisionThe

assessor will:

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness andflexibility.
- Collect appropriate evidence and assess this against the Elements, Performance evidence, Knowledgeevidence and Foundation skills in the relevant Units of Competency.
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills,contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity ofthe competencies
- evaluate the evidence in terms of validity, sufficiency, authenticity, currency, consistency and equity.
- record details of evidence collected.
- make a judgement about the learner's competency based on the evidence and the relevant Units of Competency.

Step 5: Review the assessment for each unit of competency.

As requested by the institute, the trainer/assessor must:

- participate in a review of the assessment process, including participating in validation and moderation meetings.

Step 6: Double check the assessment decision

The assessment that has been evaluated by the trainer/assessors will be double checked and quality assured. Assessments will be randomly picked and reviewed by:

- Cross trainer/ assessor who has not assessed those assessments or
- RTO Manager

To ensure effective monitoring of assessment from submitting assessments till the completion of the qualification by student. Assessment will be reviewed as per the quality review process . Monitoring strategy has been compiled to ensure that assessments are conducted effectively in accordance with the Principles of assessment and Rules of evidence.

Assessment Monitoring Strategy*

“Assessment Monitoring Strategy” outlines provision of checks on quality of the assessment at every stage of assessment journey from assessment tools till issuance of certification including:

- Pre-assessment validation and moderation of assessment tools against training package requirements
- Monitoring assessment methods, procedure, context, and assessment resources when assessment is being conducted to ensure assessment is conducted in line with principal of assessment and evidence is being collected in line with rules of evidence.
- Monitoring assessment as handed by students to the trainer if completed student assessment work meets rules of evidence
- Validating samples of completed student work before finalising results
- Final check of completed assessment before issuing any statement of attainment or certification using certificate issuance checklist.

Step 7: Provide feedback on the assessment

The trainer/assessor will and must provide advice to the learner about the outcomes of the assessment process. This includes providing the learners with:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes
- An opportunity for reassessment.

Step 8: Record and report the result

The trainer/assessor will provide signed and dated assessment outcomes to the Student Administration.

Studentadministration will:

- Record the assessment outcomes for each unit
- Maintain records of the assessment procedures, evidence collected and the outcome.
- Maintain the confidentiality of the assessment outcome.

Step 9: Participate in the reassessment and appeals process the trainer/assessor will:

- Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process including guidance on further options.
- Provide the learners with information on the reassessment and appeals process
- Report any assessment decision that is disputed by the learner to the RTO Manager and/or Administration Manager.
- Participate in the reassessment or complaints and appeal according to the policies and procedures of TIV. The process and policy for complaints and appeals and reassessment is available on the website.

9. Validation

TIV will validate each training product at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, taking into account the relative risks of all of the training products on the TIV's scope of registration.

Systematic Validation of TIV's assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- i. vocational competencies and current industry skills relevant to the assessment being validated;
- ii. current knowledge and skills in vocational teaching and learning; and
- iii. the training and assessment credential

10. Industry Consultation

TIV will engage with the industry and utilise the information gained in the development, validation and monitoring of training and assessment services provided by TIV.

Purpose of industry consultation is:

To engage with industry stakeholders (such as employers) is critical to ensure that training and assessment is aligned with current methods, technology, products and performance expectations

for the performance evidence specified in the training package or VET accredited course.

To implement a range of strategies for industry engagement and systematically use the outcome of that industry engagement to ensure industry relevance of:

- training and assessment strategies, practices and resources.
- The current industry skills of its trainers and assessors

Procedures

10.1 Identify appropriate Industry representatives

TIV will identify relevant industry personnel or organisation who can provide feedback on the training and assessment practices for each Industry area. A minimum of two industry representatives will be consulted and engaged for delivery and assessment program.

Industry engagement may take place with the following people or organisations:

- Industry professionals e.g. Chefs, Gardeners etc.
- Industry trainers and assessors
- Business owners/employers in that particular industry for which TAS is being developed for.
- Business owners/employers whose staff undertake accredited workplace training in the qualification that the Training and Assessment Strategy is being developed for.
- Other relevant stakeholders.

TIV will ensure collection of details about the Industry Representatives, such as:

- Name and company
- Description of how the representative is involved in the industry.

10.2 Engaging and Documenting Engagement

TIV will undertake Industry Engagement by providing a range of information in relation to the training and assessment strategies to the industry representatives, and seek feedback as to the most appropriate method of providing the TAS, achieve suitable industry outcomes, and trainer and assessor requirements to ensure industry relevance.

Feedback areas may include (but not limited to) the following:

- Electives units
 - Work based training structure
 - Amount of training, duration and schedule
 - Assessment methods
- Requirements of trainers and assessors
Engagement with Industry may occur face-to face meetings, email, or other relevant medium to ensure industry engagement can be achieved.

To document the Industry engagement & consultation, the CEO and RTO Manager will ensure industry representative's feedback is documented through "Industry consultation form" and action plan at the back offrom for any action identified.

All feedback received will be reviewed and where appropriate will be:

- Incorporated into TIV's Training and Assessment Strategies
- Reflected in the delivery and assessment methodology and assessment tools
- Where relevant, included in the knowledge and skills required of trainers and assessors

TIV will document all training and relevant strategies that will be developed in response to information obtained through engaging with industry stakeholders.

10.3 Ongoing Industry Engagement

TIV will retain the evidence that TIV has

- Consulted relevant stakeholders and
- Incorporated stakeholder feedback into the development and ongoing review of strategies.

TIV will regularly undertake Industrial engagement and retain evidence of recent engagement as well as historic activity.