Training and Assessment Policy

Relevant Standards: *Standards for Registered Training Organisations (RTOs) 2015 Standard 1 – Clauses 1.1, 1.3-1.8, 1.12; Standard 2 – Clauses 2.1-2.2, 2.4*

Purpose

Australian Institute of Arboriculture adheres to the relevant compliance and legislative frameworks such as the Standards for Registered Training Organisations (SRTOs 2015). As such, **Australian Institute of Arboriculture** provides learners with quality, flexible training and assessment, including assessment systems that meets the requirements of Training Packages and VET Accredited Courses, is responsive to industry and learner needs and provides access to relevant resources and services.

The purpose of this policy is to ensure that **Australian Institute of Arboriculture** training and assessment practices comply with SRTOs, provide its trainers and assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the Principles of Assessment and Rules of Evidence.

Policy Principles

The training and assessment practices are consistent with guidelines and policies issued through state and national training authorities and contained within the relevant national training packages or accredited courses.

Australian Institute of Arboriculture ensures that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant training package as well as industry expectations and standards.

Australian Institute of Arboriculture applies flexible assessment options, recognising the diversity of individual learner needs and circumstances, facilitating wherever possible the realisation of the learning and vocational goals.

Australian Institute of Arboriculture ensures that:

1.   it has sufficient qualified and experienced trainers and assessors to deliver training and assessment within its scope of registration;

2.   educational and support services are in place to meet the needs of different learners undertaking training and assessment;

3.   it provides training resources to enable learners to meet the requirements for each unit of competency or module, which are accessible to the learner regardless of location or mode of delivery;

4.   it has facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking training and assessment;

5.   training is consistent with the AQF qualification type learning outcomes descriptor 'Volume of Learning' for each qualification level;

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6.   all assessment options and processes implemented are in compliance with competency-based assessment and training package requirements;

7.   training and assessment practices are relevant to industry needs, as identified through industry engagement and consultation;

8.   courses are offered with flexible or blended learning approaches, including (where possible) correspondence and online

9.   assessments comply with the Principles of Assessment (POA) and evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standard for RTOS.

Training and Assessment Principles

1.   Training and Assessment Strategies are developed for all training products on the scope of **Australian Institute of Arboriculture**'s registration. All training and assessment is to be conducted in accordance with the documented training and assessment strategy.

2.   **Australian Institute of Arboriculture** ensures that the assessment process is open, structured, consistent and comprehensive incorporating feedback to the client on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

3.   Training delivery modes and methods are determined and developed in consultation with industry during development phase of training programs.

4.   **Australian Institute of Arboriculture** supports flexible delivery modes for all courses being offered, including on and off the job, distance and blended learning approaches.

5.   Various instructional or delivery methods may be deployed for the delivery of training programs, including but not limited to:

    a.   trainer presentations and teaching;

    b.   lectures;

    c.   audio/visual presentations;

    d.   demonstrations;

    e.   group discussions;

    f.   individual and/or group activities;

    g.   hands-on activities, skills practices and role plays;

    h.   individualised training using workplace environment and projects.

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6. Learners will be able to enrol in the full qualification or individual units of competency to meet their specific needs. A specific delivery mode will be determined in each case.

7. **Australian Institute of Arboriculture** ensures that all learners have the opportunity to have their competencies assessed in a non-threatening and accessible environment. Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. (See Annex A for the 'Principles of Assessment' table)

8. The Rules of Evidence guides **Australian Institute of Arboriculture** trainers and assessors on the collection of evidence to ensure it is valid, sufficient, authentic and current. (See Annex A for the 'Rules of Evidence' table)

9. The training manager of **Australian Institute of Arboriculture** is responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of clients, including those who may be socially, linguistically, educationally, or otherwise disadvantaged.

Volume of Learning

1. **Australian Institute of Arboriculture** ensures each learner's skills and experiences relevant to respective vocational competencies are considered in the development of their learning plans. **Australian Institute of Arboriculture** follows the procedures outlined below in determining how the learner's existing skills, knowledge and experience impacts the amount and level of training they will require:

a. Prior to enrolment, candidates go through a competency assessment facilitated through the **Competency Assessment Form**.

b. Upon enrolment or prior to beginning their course, **Australian Institute of Arboriculture** evaluates the candidates' LLN skills by having them complete an LLN assessment.

c. These assessments (competency assessment and LLN assessment) allows assessors to determine the following:

   i. eligibility for recognition of prior learning;

   ii. types and levels of training that will be required by the candidate to complete the course;

   iii. additional support required by the learner to complete the course.

2. The trainers and assessors plan the training and assessment schedule according to the learners' needs.

a. Available training and assessment activities for each course are outlined in the training and assessment activities document.

b. Training and assessment schedule must be compliant with the training and assessment strategy, specifically:

   i. Volume of learning requirements;

   ii. Methods of assessment (unless reasonable adjustment applies);

   iii. Other relevant specifications outlined in accordance with the training package.

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Mode of Delivery

1. **Australian Institute of Arboriculture** will delivery training that is customised to meet learner, industry and where relevant, employer needs and in line with the delivery strategy for the qualification.

2. Training delivery will be in accordance with the training modes identified on the training plan

Equipment and Facilities

1. **Australian Institute of Arboriculture** ensures that it provides sufficient facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

2. All equipment is to be checked and tested prior to training delivery, to ensure that it is operational and safe. If equipment failure occurs, alternative arrangements or replacement of equipment should be put in place where practical to do so.

Training and Assessment Resources

1. **Australian Institute of Arboriculture** develops training and assessment resources in consultation with industry.

2. **Australian Institute of Arboriculture** trainers and assessors use assessment tools to identify and record the skills and knowledge learners must demonstrate to be deemed competent in a unit/module. Assessment tools are crucial for the accurate and consistent assessment of learners against competency standards.

3. **Australian Institute of Arboriculture** requires assessment tools as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of six (6) months.

4. Assessment tools consists of:

   a. instructions for learners;

   b. instructions for assessors;

   c. assessment instruments;

   d. pre-assessment briefing;

   e. assessment checklists;

   f. assessment outcome summary.

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5. **Australian Institute of Arboriculture** may use various levels of assessment:

a. are clear to learners and their employers (if applicable) and sufficient instructions are provided to guide assessors to make consistent decisions about the competency of the enrolled learner;

b. will address the entirety of the unit of competency being assessed and that it incorporates a level of difficulty that is appropriate;

c. will clearly specify the standard of performance required and will cover workplace performance incorporating the dimensions of competency (including task skills, task management skills, contingency management skills, job role/ environmental skills and transfer skills).

Assessment Model

1. **Australian Institute of Arboriculture** implements a competency-based assessment system of collecting evidence, about a person's performance to a pre-set competency standard. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, ONLY competent (C) or not yet competent (NYC). The learning is focused and allows for far greater participation of the student in the assessment process. (Please refer to 'Annex A' for the assessment model).

2. **Australian Institute of Arboriculture** may use various levels of assessment:

   a. **Diagnostic** also known as pre-assessment, provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.

   b. **Formative** assessment assists and supports training by monitoring and advising learners of their performance and rate of progress against the training outcomes. This provides feedback to the learner, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.

   c. **Summative** assessment evaluates a learner's achievement of training outcomes. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements.

3. Assessment is carried out in accordance with the requirements of the relevant training package, on a consistent and timely basis to ensure that learning has taken place and that learners have acquired the knowledge and skills required to demonstrate competency.

4. Feedback is provided to learners and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

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Reasonable Adjustment

1. **Australian Institute of Arboriculture** supports the application of reasonable adjustment where it is appropriate and does not compromise the integrity of the accredited course or national training package requirements.

2. Reasonable adjustment request are made by the trainer and assessors on behalf of learners to the training manager.

3. The training manager is responsible for reviewing each application to ensure that reasonable adjustment does not compromise the integrity of the training package requirements.

4. The training manager advises the assessor if the reasonable adjustment is approved. The assessor is then responsible for advising the learner of approved reasonable adjustment. (See Annex A for example of reasonable adjustments in training and assessment).

Role of the Trainer and Assessor

1. In all cases, trainers and assessors are required to deliver learning in accordance with the training and assessment strategy (TAS), training plan and training and assessment resources provided, giving particular attention to their functions of teaching, and managing learners and the learning environment.

2. Trainers and assessors must ensure that the assessment process is open, structured, consistent and comprehensive incorporating feedback to the client on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

3. The primary role of the trainer and assessor is to objectively assess and judge a learner's knowledge and evidence of competence against a set of standards. In essence, an assessor must:

    a. ensure that the safety of the personnel involved in the assessment activity is maintained at all times;

    b. interpret and understand the performance criteria and evidence guides;

    c. select appropriate assessment methods;

    d. select and/or develop appropriate assessment materials;

    e. ensure that evidence meets the standards;

    f. ensure that the evidence is collected and measured in accordance with the rules evidence;

    g. make fair and objective judgements in accordance with the principles of assessment;

    h. monitor and report training progress and success;

    i. monitor and report on learner's readiness for assessment.

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4. Trainers, as leaders, must guide, inspire and supervise the learners so that they attain their learning outcome.

5. Trainers must encourage learners to be responsible for their own learning. Controlling the learning activity enables the trainer to monitor the progress of the learning experience.

6. Trainers must ensure that all course documentation is fully completed and provided to **Australian** Institute of Arboriculture administration staff immediately, following training delivery.

Trainer and Assessor Requirements

1. **Australian Institute of Arboriculture** will only engage appropriately qualified trainers and assessors for the delivery of training and assessment services, in accordance with the Standards for RTOs 2015 including Schedule 1.

2. In accordance with Standard 1.13, **Australian Institute of Arboriculture** ensures training and assessment is delivered only by persons who have:

    a. vocational competencies at least to the level being delivered and assessed;

    b. current industry skills directly relevant to the training and assessment being provided; and

    c. current knowledge and skills in vocational training and learning that informs their training and assessment.

3. Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

4. **Australian Institute of Arboriculture** also ensures that training and assessment is delivered only by persons who have an appropriate training and assessment qualifications as specified in the schedules of the Standards for Registered Training Organisations (RTOs) 2015. This includes where a person conducts assessment only.

5. **Australian Institute of Arboriculture** also ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

6. **Australian Institute of Arboriculture** trainers and assessors are expected to take responsibility for their own professional development, maintaining vocational industry currency, and providing evidence of this each year by updating their trainer profile and submitting this together with relevant evidence to the training coordinator and/or training manager annually or as requested.

7. The training coordinator will monitor these trainer compliance requirements using the '**Trainer Currency Matrix'**.

8. Trainer compliance issues will be discussed during trainer meetings and addressed accordingly.

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Supervised Training

1. **Australian Institute of Arboriculture** ensures that any training and assessment conducted under supervision is undertaken in accordance with the Standards for Registered Training Organisations 2015.

2. Where **Australian Institute of Arboriculture** engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.

3. **Australian Institute of Arboriculture** ensures that any individual working under the supervision of a trainer does so in accordance with the requirements as specified in Standard 1 of the Standards for accountable for all training provision and collection of assessment evidence by the individual under their supervision.

4. In accordance with Clause 1.17-1.18, **Australian Institute of Arboriculture** ensures that those working under supervision:

    a. work under the supervision of a fully qualified trainer

    b. do not determine assessment outcomes - assessments decisions may only be made by a qualified assessor;

    c. hold one of the following units of competency:

        i. TAESS00007 Enterprise Trainer—Presenting Skill Set or its successor;

        ii. TAESS00008 Enterprise Trainer—Mentoring Skill Set or its successor; or

        iii. TAESS00003 Enterprise Trainer and Assessor Skill Set or its successor;

    d. have vocational competencies at least to the level being delivered and assessed; and

    e. have current industry skills directly relevant to the training and assessment being provided.

5. In accordance with Clause 1.19, **Australian Institute of Arboriculture** systematically monitors the training and assessment services delivered under supervision to ensure that the services delivered comply with these Standard 1.

6. In accordance with Clause 1.20, **Australian Institute of Arboriculture**'s Training and Assessment Strategies determines the level of supervision required:

    a. and any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence.

    b. to ensure that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

    c. to ensure that the "Trainer and Assessor Requirements" and "Trainer Assessor Code of Conduct" of this policy are maintained at all times.

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Trainer and Assessor Code of Conduct

All **Australian Institute of Arboriculture** Trainers and Assessors abide by the Trainer and Assessor Code of Conduct. (See 'Annex A' for the Assessor Code of Conduct)

Plagiarism, Cheating and Collusion in Assessment

Australian Institute of Arboriculture abides by the following principles:

1. Plagiarism, cheating and collusion in assessment are expressly prohibited.

2. Learners cannot submit any piece of work for assessment that is not entirely their own work.

3. Learners cannot submit the same piece of work for assessment, as another learner/learner of **Australian Institute of Arboriculture**.

4. All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case by case basis.

5. Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discrete):

    a. completion and resubmission of a new assessment task;

    b. all parties receiving an "Unsatisfactory" result for the assessment task;

    c. verbal or written warning; and/or

    d. suspension or expulsion from the course.

6. All investigated and proven incidents will be reflected in the learner record.

7. All incidents will be reviewed by the training manager of **Australian Institute of Arboriculture**.

Monitoring and Improvement

All practices for **Australian Institute of Arboriculture**'s training and assessment are monitored by the training manager of **Australian Institute of Arboriculture** and areas for improvement identified and acted upon according to the 'Continuous Improvement Policy'.
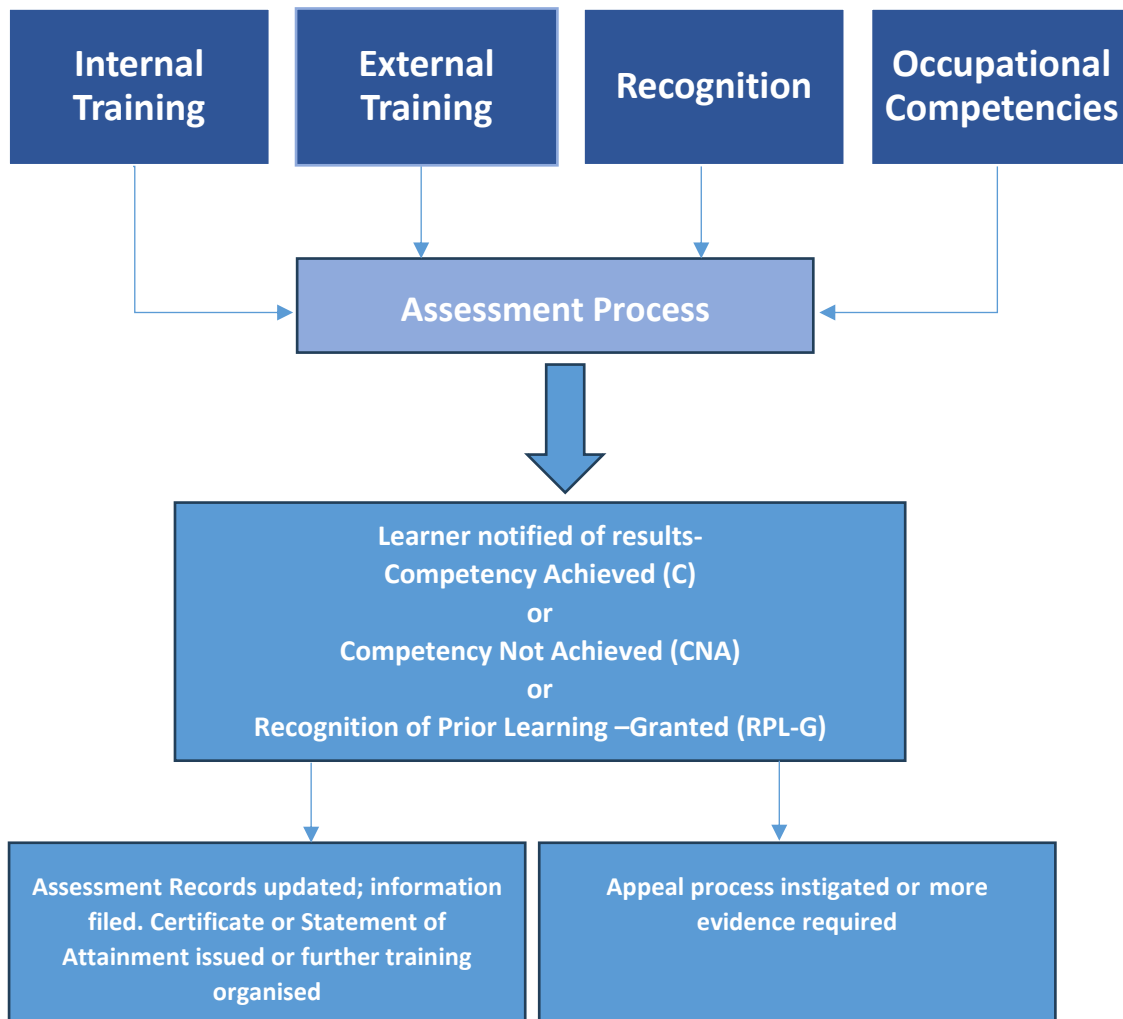
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Annex A

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 re-assessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:
	reflecting the learner's needs;
	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	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

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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.

The Assessment Model

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┌──────────┐  ┌──────────┐  ┌────────────┐  ┌──────────────┐
│ Internal │  │ External │  │ Recognition│  │ Occupational │
│ Training │  │ Training │  │            │  │ Competencies │
└────┬─────┘  └────┬─────┘  └─────┬──────┘  └──────┬───────┘
     │             ↓              ↓                │
     └─────→ ┌──────────────────────┐ ←───────────┘
            │  Assessment Process   │
            └──────────┬───────────┘
                       ↓
┌──────────────────────────────────────────────┐
│          Learner notified of results-         │
│          Competency Achieved (C)              │
│                    or                         │
│          Competency Not Achieved (CNA)        │
│                    or                         │
│   Recognition of Prior Learning –Granted (RPL-G) │
└──────────────┬──────────────────┬────────────┘
               ↓                  ↓
┌──────────────────────┐  ┌──────────────────────┐
│ Assessment Records   │  │ Appeal process       │
│ updated; information │  │ instigated or more   │
│ filed. Certificate   │  │ evidence required    │
│ or Statement of      │  │                      │
│ Attainment issued or │  │                      │
│ further training     │  │                      │
│ organised            │  │                      │
└──────────────────────┘  └──────────────────────┘
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Examples of Reasonable Adjustment in Training and Assessment

Learner difficulty	Examples of reasonable adjustments in assessment
Maintaining concentration	additional time access to a scribe split sessions separate assessment venue
Expressing knowledge in writing	additional time access to a scribe multiple choice and short answer questions in preference to long answer questions models and practical examples oral assessment

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