

Overview

This policy outlines the Railtrain's commitment to the delivery of quality training and assessment including the implementation, monitoring and evaluation of training and assessment.

Policy Statements

- The Training and Assessment Strategies (TAS) and Service Delivery Documents (SDD) practices including the amount of training provided are consistent with AQF recommendations.
- Training and Assessment Strategies are consistent with the requirements of the training packages or Nationally Recognised Training as per Railtrain's scope of registration.
- Strategies for training and assessment meet the requirements of the relevant training package and have been developed through effective engagement and consultation with industry.
- Staff, facilities, equipment and training and assessment resources / materials used by Railtrain are consistent with the requirements of the training package and assessment requirements outlined in the relevant Training and Assessment Strategy and or Service Delivery Document.

Trainers and Assessors (Training and Assessment)

- Railtrain ensures for its scope of registration and consistency of training and assessment it has sufficient trainers and assessors to deliver the training and assessment.
- Trainers and assessors have the necessary training and assessment competencies as specified in the 'Standards for RTOs 2015' clause 1.13 to 1.16.
- Trainers and assessors have the relevant vocational competencies to at least the level being delivered or assessed; and
- Can demonstrate current industry skills directly relevant to the training and assessment being undertaken; and
- Continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and Trainer/Assessor competence.

Training & Assessment, including Recognition of Prior Learning (RPL) pathway.

- Meets the requirements of the relevant training package or accredited course.
- Is conducted in accordance with the principles of assessment and the rules of evidence.
- Meets workplace and, where relevant, regulatory requirements
- The amount of training provided to each learner considers existing skills, and knowledge, the mode of delivery, and the number of units and / or modules being delivered as a proportion of a full qualification (if not a full qualification)
- Provides learning resources to enable learners to meet the requirements for each unit of competency, which are accessible to the learner regardless of location or mode of delivery.

Systematic validation of assessment practices and judgements

- Railtrain ensures the systematic validation of assessment practices and judgements for each training product on its Scope of Registration outlined in the Validation procedure V.1- RTO-P-125.V2.
- The procedure outlines the validation process including frequency in accordance with the validation schedule.
- Which training products will be the focus of the validation; and
- Who will lead and participate in validation activities; and
- How the outcomes of these activities will be documented and acted upon.

Training and Assessment strategy

Railtrain works closely with industry and relevant stakeholders when developing programs to identify, negotiate, plan, and implement programs to meet the needs of each individual client.

A process of consultation occurs with industry to deliver targeted training for learners, identifying and supporting client needs and increasing the skills and employability of individuals through Nationally Recognised Training Australia wide.

The 'Industry Engagement Policy & Procedure' RTO-P-251 V1 outlines the organisations approach to industry consultation to ensure the training and assessment practices are relevant to the needs of industry, this includes:

- A systematic review of Training and Assessment Strategies:
 - a. The purpose and aims of the program.
 - b. Intended audience.
 - c. Delivery methodology and training support materials
 - d. The vocational competence of the trainers and assessors
- The assessments and any reasonable adjustment included.
- Evaluation of the program

Training and Assessment Delivery:

- The Training and Assessment Strategy provides an overview of the training to be delivered for a qualification or course, this includes:
 - a. The Trainer/Assessor will deliver the program in accordance with the Training and Assessment Strategy, Service Delivery Document and session plans.
 - b. Reasonable adjustment may be made to the delivery schedule to accommodate external factors and take individual learning needs into account.
 - c. Prior to the delivery of any training and assessment an RTO staff member, Trainer / Assessor identifies, addresses and controls hazards according to Railtrain's WHS policies and procedures.
 - d. Post program completion all trainers must provide course feedback in relation to delivery specifics, continuous improvement and any relevant amendments to the delivery structure of the program to support learning outcomes.
 - e. Post program completion all learners will be provided with a learner AQTF survey and Railtrain trainer feedback form for completion.

- f. Post program completion all employers or industry relevant clients associated with the program will be provided with an AQTF employer survey for completion.
- g. RPL pathways will be delivered in accordance with Railtrain's 'Recognition of Prior Learning Pathway-RTO Process V3'
- Delivery methods utilised throughout training and assessment delivery may include:
 - a. Face to face delivery
 - b. Demonstrations including group participation
 - c. Individual or group projects / role plays
 - d. Audio / visual presentations
 - e. Workplace simulations
 - f. Online and remote virtual workshops
 - g. Industry activities such as VoCs
 - h. Self-paced research and learning
- Trainers / Assessors have access to a variety of approved resources for training and assessment delivery as appropriate such as:
 - a. Railtrain learner guides and marking guides
 - b. PowerPoint presentations and handouts
 - c. Online resources
 - d. Handouts and teaching aides
 - e. Industry relevant and specific material approved by the RTO
 - f. Computers, tablets, and data projectors
- Railtrain encourages collegiality between Trainers / Assessors which includes the practice of sharing resources, skills and knowledge and mentoring new Trainers / Assessors.
- One Drive folders containing delivery resources and assessment are made available to trainers and assessors.
- While working at Railtrain, Trainer / Assessors are required to contribute and provide feedback in relation to these resources.
- The RTO Coordinator is responsible for maintaining a register of approved Training and Assessment Resources and equipment for Railtrain's RTO.
- Training and Assessment delivery routinely embeds employability skills.
- The RTO Coordinator (Compliance and Projects) will provide each Trainer / Assessor access to approved resources for training delivery.
- Post access being granted resources and queries are provided by or directed to the RTO Training Coordinators.
- The RTO Training Coordinators (East Coast and West Coast) monitor the required resources and equipment to ensure sufficiency and availability for training and assessment delivery.

Assessment strategy:

- Assessment evidence is gathered overtime involving several assessments rather than on one occasion.
- Evidence is gathered using a range of assessment to allow for differences in learner performance.
- Evidence is gathered on the holistic performance of tasks on isolated performance.
- Evidence is gathered based on the learner's own performance in a real or simulated environment.
- Railtrain assessment tools are competency based, made up of a number of assessment instruments which are deemed either satisfactory or not yet satisfactory.

- Railtrain awards a 'competent' outcome for a Unit of Competency when a learner has satisfactorily completed all assessment instruments.
- Railtrain will assess multiple Units of Competency, with clustered assessments to avoid repetition.
- Railtrain ensures that sufficiency is maintained and ensures all relevant environments and contexts are covered in the assessment process.
- Any pre-requisite requirements for each unit are noted in the Training and Assessment Strategy.
- All units are mapped to ensure the assessment instruments included address the requirements of each unit.

Principles of Assessment

Assessment tools and instruments are designed and developed to ensure they meet the principles of assessment. The principles of assessment are fairness, flexibility, validity, and reliability which must be met. Railtrain outlines its process to the principles of assessment as follows:

Fairness

- a. At enrolment or prior to the commencement of training, Railtrain will make Recognition of Prior Learning RPL and recognise credit of previously attained units available to learners (if applicable)
- b. Railtrain will ensure that any required reasonable adjustments are made to the Training and Assessment delivery for learners as they require it.
- c. Railtrain will ensure learners needs are considered in the assessment process and make reasonable adjustment to accommodate these needs where appropriate. Railtrain will not compromise the integrity of the assessment process and its outcomes.
- d. Railtrain will ensure the learner is fully informed of the assessment process including relevant instructions and performance expectations, and before undertaking assessment each assessment will include information about the assessment process.
- e. If a learner is unable to complete the required task/s to the level specified in the assessment requirements, the Trainer / Assessor will consider whether the student needs further training before being reassessed.
- f. RTO Coordinators ensure a sound enrolment process is in place to identify the needs of learners through a pre-training review, to avoid learners being enrolled in a qualification or course that they will not be able to complete.
- g. Railtrain has an appeals process outlined in its (INSERT COMPLAINTS AND APPEALS PROCESS HERE) to provide an avenue for students to challenge an assessment decision and to have the decision reviewed objectively.

Flexibility

- a. At enrolment or prior to the commencement of training, Railtrain will make Recognition of Prior Learning RPL and recognise credit of previously attained units available to learners (if applicable).
- b. Railtrain recognises that learners may have already demonstrated some aspects of the unit through other means. If individual learners have demonstrated current skills and knowledge they will not be required to be re-assessed in those areas, unless the previous demonstration of skills or knowledge is significantly different.
- c. A range of assessment methods will be used by Railtrain to help produce valid decisions and recognise that learners can demonstrate competence in varying ways.

Validity

- a. Learners will be required to demonstrate skills and knowledge sufficiently across a range of contexts and environments specific and relevant to the Unit of Competency or module.
- b. Assessment will be conducted in a variety of ways to demonstrate a learner's practical application of skill and knowledge.
- c. Railtrain ensures that assessment instruments and tasks match assessment requirements to achieve outcomes and will make modification where necessary to ensure this occurs.

Reliability

- a. Assessment moderation is conducted by Railtrain to ensure assessment decisions made are consistent across learners and Assessors in identical Units of Competency or modules.
- b. Railtrain's Validation procedure V.1- RTO-P-125.V2 outlines the organisation's approach to assessment moderation ensuring that evidence presented by different learners or to different assessors will result in the same decision and outcome.
- c. Railtrain has contextualised assessments and benchmark answers to assist in the decision making and assessment process. The benchmark answers are used to ensure the quality of a learner's performance with consistent judgements in relation to competence.

Rules of Evidence

All Railtrain assessment tools and instruments are designed to ensure they meet the Rules of Evidence. These rules ensure the decisions made to assess competency are valid, sufficient, authentic and current to industry standards.

The organisation's approach to the Rules of Evidence is outlined below:

Validity

- a. Trainers/Assessors ensure that all evidence collected is directly related to the competency being assessed.
- b. All assessment instruments or activities learners undertake have a direct relationship to the evidence presented and assessment requirements for the Unit of Competency.

Sufficiency

- a. Learners must gather enough evidence to demonstrate competence and allow the Trainer/ Assessor to make a valid judgement.
- b. Railtrain staff and Trainer / Assessors understand that the quantity of evidence may vary learner to learner. Specific learners may require a longer duration or require additional tasks to demonstrate competence.
- c. Despite repeated attempts learners may not be able to achieve competence (3 x attempts). Where this occurs, feedback and alternate pathways and support will be provided to the learner.
- d. In instances where a student is unable to achieve competence Railtrain will review its pre-enrolment suitability for applicable learners including the Language Literacy and Numeracy assessment to make continuous improvement to its enrolment process and additional support services.
- e. Assessment tools are mapped against each unit of competence ensuring elements and performance criteria are sufficiently covered/

Authenticity

- a. Railtrain will ensure that evidence collected from a learner 'belongs' to the learner being assessed.
- b. Railtrain has processes in place to ensure the individual enrolling, undertaking training and assessment is the individual that will be issued with a Certification or Statement of Attainment. When enrolling the individual must complete a learner declaration, including privacy and consent to disclose. The RTO verifies the identity of the learner through the Unique Student Identifier number, and additionally where necessary through photo identification.

Currency

- a. Railtrain Trainer / Assessors must decide if a learner's evidence is valid, based on the time that has passed since it was generated. Currency is of a particular risk when assessing Recognition of Prior Learning applications, as assessors may be presented with a varying range of evidence in a portfolio over a number of years.
- b. Railtrain ensures its RPL process and pathway is robust to assess currency of a learner's knowledge and skills, ensuring there is sufficient evidence of the person's competency at the time the assessment decision is made.

Assessment Methods

Railtrain assessment tools and instruments are selected and designed to gather evidence from a learner and are mapped to the Unit of Competency.

- The following assessment methods are used across a range of units both individual and clustered where appropriate to ensure the learner demonstrates sufficient knowledge and skill to achieve competence:
 - a. Theory assessment (Knowledge based assessment)
 - b. Structured activities such as case studies or scenarios
 - c. Verbal and/or written questioning to check the required knowledge and skills.
 - d. Portfolios of evidence including digital, written and research completed.
 - e. Recognition of Prior Learning pathway including 'currency knowledge assessment'.
 - f. Projects
- Assessment tools contain implicit skills and knowledge which are appropriate to the ASCF level.
- The implementation of contingency management skills (responding to problems, breakdowns and changes in routine) is contained within assessment tools.

Assessment mapping

- Railtrain assessment tools and instruments are mapped to the Unit of Competency elements, performance criteria and assessment requirements ensuring each unit's requirements are met. Mapping factors include:
 - a. Assessment instruments including tasks and activities.
 - b. The process of assessment the Trainer / Assessor used to make the assessment judgement.
 - c. Resources used by Trainer / Assessors

Assessment Validation

- Railtrain's approach to validation ensures a quality review of the assessment tool produced is valid, reliable, sufficient, current and provides authentic evidence.
- It enables constructive discussion about appropriate reasonable adjustments and includes revision and recommendations for future continuous improvement processes in relation to the assessment tool, associated processes and or outcomes if necessary.
- Railtrain's Validation procedure V.1- RTO-P-125.V2 outlines all areas and aspects of the organisation's approach to validation, including:
 - a. Assessment tools are validated according to Railtrain's validation schedule. Each unit of competency must undergo validation at least once over a five-year period as per the validation schedule. The schedule ensures 50% of units are validated in the first 3 years.
 - b. Assessment validation must produce valid assessment judgements; and
 - c. Ensures learners who successfully complete a qualification or program with Railtrain have the skills and knowledge required by industry, as outlined in the relevant training package.
- Validation of the assessment tool occurs prior to assessment. This ensures the assessment tool meets the Rules of Evidence and the Principles of Assessment.
- Post Assessment validation occurs to review assessment judgements made and is completed systematically. Samples of assessment evidence for the unit or cluster of units being validated will be randomly selected.
- A comparison of assessment results occurs to determine whether:
 - a. The judgement / outcome was based on sound assessment practice/s.
 - b. The decision was made after considering evidence against all relevant requirements.
 - c. The assessment was based on the Rules of Evidence.

Recognition of Prior Learning

- Recognition of Prior Learning (RPL) is defined as an assessment process that assesses an individual and their formal or informal learning and experience to determine if they have met the requirements for an issuance of a Testamur & record of results (full completion of a VET qualification) or a Statement of Attainment (partial completion of a qualification).
- RPL formally recognises the skills and knowledge an individual regardless of how they were attained.
- The RPL assessment must:
 - a. Meet the requirements of the relevant training package.
 - b. Be conducted in accordance with the principles of assessment and the rules of evidence, and
 - c. Meet workplace and where relevant, regulatory requirements.
- Applicants can seek RPL through the RTO for qualifications contained on its scope of registration.
- Where a learner has completed a unit and received a Statement of Attainment and this unit is not superseded but not equivalent to the current unit within the qualification or specified on the training plan, recognition can be requested, and a gap assessment completed.
- Situations of mixed recognition allow an RPL assessment to supplement credit transfer.
- The credit transfer and RPL will apply as 2 separate processes, with the result of mixed recognition reported as an RPL outcome.

Credit transfer

- Credit transfer is determined when a unit of competency is equivalent to the unit or units of competency listed as part of the qualification or accredited program offered by Railtrain.
- Credit transfer will be granted by Railtrain in any of the following circumstances:
 - a. A learner is granted automatic credit for any equivalent unit (as per the training package listed on Training.gov.au) that they have successfully completed at any other Registered Training Organisation that can be verified by Railtrain through its credit transfer process.
 - b. When the unit has the exact same code and title, even if it is not from the same training package.
 - c. The unit has been reviewed and has resulted in a minor change to the unit code e.g upgrade from an A code to B code and the unit is listed on training.gov.au as superseded and equivalent.
- Railtrains approach to credit transfer is outlined in the RTO credit transfer process including any relevant forms to be completed.

Superseded training packages

- Railtrain will ensure where a training product on its Scope of Registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or the learners are transferred into the replacement qualification, within a period of one year from the date the replacement training product was released on the national register.

Assessment process

- Before the training commences or during the delivery, learners will be advised as to when assessments will be returned and feedback given.
- Railtrain will ensure the Trainer / Assessors conduct assessment using validated assessment tools.
- Theory Assessment maybe be either completed in hard copy format or via the Learning Management System Cloud Assess.
- Practical assessment dependant on qualification and clusters will either be completed by the Trainer/ Assessor in hard copy format or via the Assess Tech platform.
- Where it is not possible for assessments to be returned during a course, this will occur within three days of course completion.
- For online modules, assessments will be marked within three days of module completion.
- The Trainer/Assessors shall ensure all final assessments are completed within five working days of a block or school ending, or as otherwise agreed with the client. This includes written and where applicable verbal explanation and feedback
- The assessment judgement on the competence of a learner is determined and based on evidence collected that meets the rules of evidence, dimensions of competency, employability skills, AQF level and in accordance with the Principles of Assessment.
- A learner must be assessed as 'satisfactory' against all assessment instruments for the unit result to be assessed as 'competent'.
- Trainer / Assessors will document the unit result on the Unit sign off sheet for the applicable unit or cluster of units, and then ensure the learner signature and date are added.

- Where learners are assessed as 'Not Satisfactory' in an assessment instrument an option for re-assessment must be provided.
- A maximum of 2 x assessment re-attempts will be provided to a learner, to achieve competency.
- Where a learner is unable to achieve a competency for a unit, the Trainer/Assessor will ensure comprehensive feedback is provided to the learner throughout the re-attempts, including additional learning if needed prior to the learner undertaking assessment re-attempts.
- A 'Not Yet Competent' outcome will apply as an overall result where a learner has been deemed 'Not Satisfactory' in one or more assessment instruments within a unit, and where the learner has been provided the specified number of assessment re-attempts.
- RTO Coordinators check assessment documentation, including outcomes, in unit sign off sheets.
- RTO Coordinators enter compliant assessment outcomes into the Student Management System-PowerPro.
- RTO Coordinators save all assessments and evidence in the associated 'Intake Group' folder for the specified course, ensuring the folder's naming convention aligns with the PowerPro course number convention.
- Trainers / Assessors and RTO Coordinators manage assessment records in accordance with the RTO Assessment record keeping process (Hard and Soft copy).

Statutory References

- National Vocational Education and Training Act 2011
- Standards for RTOs 2015

Responsibilities

- The RTO Manager ensures all requirements of this Policy and Procedure are met.