

4.7 Training and Assessment Policy – Purpose

The purpose of this policy is to outline the commitment of TVSA Pilot Training to providing high quality training services by using approaches to training and assessment that are of best practice standard in the Vocational Education and Training (VET) sector within Australia.

TVSA Pilot Training's aim is to provide job-ready graduates who are appropriately trained to the level expected by industry.

4.7.1 Definitions

Competency-Based Training and Assessment

As a provider of vocational nationally recognised qualifications, TVSA Pilot Training provides competency based training and assessment. This means that students are assessed against industry determined competency standards that are set out in the related training package or accredited course. These competency standards (known as units of competency) describe the discrete work tasks and knowledge, as well as the technical and employability skills that a person needs to perform a task effectively in the workplace. Competency is assessed by comparing the prescribed units of competency with the student's workplace performance and their ability to apply their skills and knowledge in a range of routine and non-routine situations.

Dimensions of Competency

The student's ability to perform in a range of situations forms part of assessment and these skills are referred to collectively as the dimensions of competency. The student must be able to demonstrate:

- Task skills – completing tasks to the required standard.
- Task Management skills – managing a number of different tasks at once to complete the whole job function.
- Contingency Management skills – appropriately responding to problems and unforeseen events when completing a task.
- Job/role Environment skills – appropriately dealing with the responsibility and expectations of the work environment such as working with others, interacting with clients and following procedures.
- Transfer skills – transferring the skills and knowledge to different contexts/environments.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



Contextualisation of Assessment

Contextualisation involves additions or amendments to a unit of competency to suit particular delivery methods, learner profiles, specific enterprise or equipment requirements, or to otherwise meet local needs. When contextualising assessment methods, the integrity of the overall intended outcome of the unit of competency must be maintained.

4.7.2 Policy

Quality training and assessment

- TVSA Pilot Training will ensure that all training services provided are of the highest quality standard and are reflective of current industry trends and the expectations of TVSA Pilot Training. This is achieved by ensuring that:
 - All training products used and/or developed meet the requirements of the appropriate Training Package or Accredited Course.
 - The approach to training and assessment to be used in all programs are developed in line with the organisation's Course Development Policy which ensures compliance with the Australian Quality Training Framework and AQF.
 - Feedback is collected about all training and assessment services and the feedback is systematically collated, analysed and used to improve the quality of training and assessment services provided.
 - The individual learning and support needs of all students are identified upon entry into a course and a plan made to effectively support the student. The amount of training provided to each student is influenced by:
 - Their existing skills, knowledge and experience
 - The mode of delivery
 - Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification
- The training philosophy held by TVSA Pilot Training is that students learn best by doing and gaining practical experience in real situations. Therefore, training incorporates the expectations of a workplace environment into its delivery.
- TVSA Pilot Training ensures through a variety of methods that only students who hold the requisite skills and knowledge, as set out in the unit of competency or module, are assessed as Competent. TVSA Pilot Training does this by:
 - Ensuring that its assessment processes meet the requirements of the training package or accredited course.
 - Ensuring that assessors make assessment decisions based on the principles of assessment and the rules of evidence.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- Providing clear information to students and assessors about the requirements of assessment.
 - Ensuring its assessment processes effectively cover all dimensions of competency as required by the unit of competency or module.
 - Continually reviewing and improving assessment processes, tools, tasks and training and assessment processes.
 - Implementing a Student Code of Conduct with which all students must comply.
- Prior to the delivery of any new qualification, accredited course or unit of competency, TVSA Pilot Training develops a detailed training and assessment strategy. The strategy outlines the assessment approaches and schedule to be used in the delivery of the qualification, course or unit of competency.
 - Each strategy will be updated and approved by the CEO prior to any change in course structure or delivery is made. Each strategy will be reviewed annually or otherwise as the need is identified.

Training and assessment processes

- Training for our courses will be provided through classes (delivered in blocks of training including theoretical classes) and in both group briefings and 1:1 flight briefings, in addition to practical hands on training in flight simulators and in supervised flights.
- The assessment processes used by TVSA Pilot Training includes the collection of a broad range of evidence for the assessor to base their decision on. Assessment tasks may require students to:
 - Complete exams and/or written questions
 - Complete practical tasks in a flight simulator
 - Be observed in classroom situations undertaking role plays
 - Be observed flying an aircraft under supervision by a Instructor
- Assessment outcomes are recorded in the following ways:
 - An Assessment Record is maintained for each student which indicates the tasks required for each module of study and provides space for the assessor to record their decision for each task and module of study. The final outcome for each task is recorded on the document and is signed by the assessor. The Assessment Record is kept after enrolment in accordance with archiving procedures.
 - On completion of each practical assessment, the assessor fills in a flight training record on the FSMS and provides feedback to the student at the end of the assessment.
 - Assessment results are recorded on the learner management system (FSMS)
 - A student progress spreadsheet is also maintained, to record when flights and exams/assessments are completed

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- Upon completion of units of competency, results are recorded into the FSMS
- Students will be advised of assessment outcomes at the conclusion of the practical assessment and upon grading of their written work.
- Information will be stored and accessed in accordance with the Information Privacy Policy and the Record Management Policy.

Qualifications of Instructors

TVSA Pilot Training ensures that all Instructors hold the required qualifications and experience to deliver the qualifications, units of competency and courses with which they are involved in accordance with Standards 1.3 – 1.6 of The Standards which states that:

Training and assessment must be delivered by Instructors who:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- Current knowledge and skills in vocational training and learning that informs their training and assessment.
- Industry experts may also be involved in the assessment judgement, working alongside the Instructor to conduct the assessment.
- In addition to this, training and assessment:
 - If delivered prior to 31 March 2019, is delivered only by Instructors who have the following training and assessment credentials:
 - TAE40110 Certificate IV Training and Assessment, or
 - A Diploma or higher level qualification in adult education
 - If delivered on or after 1 April 2019, is delivered only by persons who have the following training and assessment credentials:
 - TAE40116 Certificate IV in Training & Assessment or its successor
 - 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
- Where the qualification and experience requirements cannot be met due to availability of appropriately qualified Instructors, TVSA Pilot Training will ensure that appropriate supervision or co-assessment arrangements are in place in accordance with its Staff Management Policy and Procedures.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED

- Where an Instructor is working under supervision, TVSA Pilot Training ensures that the Instructor does not make any assessment decisions

Workforce Development

- TVSA Pilot Training ensures that it maintains a workforce development plan for all of its Instructors and key personnel
- TVSA Pilot Training ensures that all Instructors undertake regular professional development in the following 3 areas:
 - The industry in which they are teaching
 - The Vocational Education & Training industry
 - Teaching skills and practices

Reasonable adjustment

- Wherever possible, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the assessment process and that no person is disadvantaged due to a disability.
- Assessment processes may be reasonably adjusted to accommodate the following, but not limited to, these groups:
 - Students with English as a second language.
 - Students with literacy or numeracy difficulties.
 - Students with learning difficulties.
 - Students with sensory impairments.
 - Students with physical or intellectual disabilities.
- Reasonable adjustment may mean:
 - Adapting physical facilities, environment and/or equipment.
 - Making changes to the assessment arrangements or method of assessment.
 - Making changes to the way evidence for assessment is gathered.
 - Giving more time to complete training and assessment requirements.

Moderation, validation and improvements

- TVSA Pilot Training ensures its Instructors participate in regular validation sessions to ensure their assessment decisions are made in line with expectations. Annually, a Validation Schedule is developed to ensure all qualifications and units on TVSA Pilot Training's scope of registration are validated in full over a 5 year cycle.
- The process of validation ensures that assessment decisions are made in accordance with RTO Standards 1.9, 1.10 and 1.11 and are consistent between assessors. Validation activities also contribute to the organisation's monitoring processes of its compliance with regulatory, qualification and unit of competency requirements. Thus, validation processes will also be used to ensure that:

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- The organisation’s training and assessment strategies meet the requirements of the relevant training package or accredited course guidelines.
- Staff, facilities, equipment and training and assessment materials are consistent with the requirements of the training package or accredited course guidelines and TVSA Pilot Training’s own training and assessment strategies.
- Validation of assessment occurs in the following ways:
 - Groups of assessors meet regularly to compare the processes, assessment tools and judgments made and to compare training and assessment methods with the requirements of the training package.
 - TVSA Pilot Training provides standardised training and assessment materials which are used in the delivery of its courses. Materials have been developed internally and have been through a validation process prior to implementation to ensure suitability.
 - External validation will occur where necessary by an external party comparing assessment methods, tools, guides and tasks with the requirements of the related training package and/or accredited course guidelines.
- The outcomes of validation activities are recorded on Moderation and/or Validation Records and collated on the Validation Register. The RTO General Manager / Compliance Manager will review all validation records to identify opportunities for improvement and rectifications to be made and present these at Management Meetings. Suggestions for improvement as an outcome of validation will be acted upon through the Continuous Improvement Procedures.
- Additionally, TVSA Pilot Training collects formal and informal feedback from students about the delivery processes used throughout its courses. The feedback collected will be used to bring about improvements to the course delivery methods, tools, and processes used by TVSA Pilot Training.

Fairness and equity

- TVSA Pilot Training will not disadvantage or discriminate against any person or organisation on any basis. To ensure this, TVSA Pilot Training has developed, for its courses:
 - Clearly set out instructions about the requirements of assessment as well as assessment criteria which are communicated to students prior to assessment
 - Documented answer benchmarking guides for the assessors to use when making the assessment decision
 - Clear and easy to follow assessment recording tools for assessors to use during assessment
 - Effective complaints and appeals processes which will be followed to investigate any claims of unfairness or disadvantage.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED

Reassessment and appeals

- Students may be re-assessed on an assessment task up to three (3) times before alternative assessment arrangements must be made. Students may then re-enrol in the unit and pay the re-assessment fee.
- Students can appeal an assessment decision up to 20 working days after the decision was made. Assessment appeals can be made using the Complaints and Appeals Policy and Procedure.

Contextualisation of assessment

- TVSA Pilot Training recognises the need for assessment processes, tools and methods to be contextualised from time to time to reflect the local outcomes required. When contextualisation is required, TVSA Pilot Training will make the changes in line with the guidelines on contextualisation as set out in the relevant training package or accredited course.
- Instructors may identify the need for contextualisation and may contact the Training Manager to organise the changes to the assessment tools, methods and/or processes as relevant.

Feedback

- TVSA Pilot Training collects formal and informal feedback from students about its courses and ensures the feedback collected will be used to make improvements.

Transitioning Arrangements

- TVSA Pilot Training ensures that 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 learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the national register.
- Where an AQF qualification is no longer current and has not been superseded, TVSA Pilot Training ensures that all learner's training and assessment is completed and the relevant AQF certification documentation is issued within a period of 2 years from the date the AQF qualification was removed or deleted from the national register
- Where a skill set, unit of competency or accredited short course or module is no longer current and has not been superseded, TVSA Pilot Training ensures that all learner's training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register, and ensures that a new learner does not commence training in a training product that has been removed or deleted from the National Register

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



Industry Engagement

- TVSA Pilot Training engages in regular industry consultation, including but not limited to:
 - Industry networking events
 - Engaging external parties within the industry to review and provide feedback on our training products and resources
 - Consulting with industry about the latest industry updates and trends
- TVSA Pilot Training ensures that it systematically uses the outcome of industry engagement to ensure the relevance of:
 - It's training and assessment strategies, practices and resources; and
 - The current industry skills of its Instructors

4.7.3 Related Policies

- Continuous Improvement and Quality Assurance Policy
- Complaints and Appeals Policy
- Staff Management Policy

4.7.4 Related Procedures, Forms and Documents

- Staff Management Procedures
- Training Delivery Procedure
- Assessment Procedures
- Attendance Sheet

4.8 Training Delivery Procedure – Purpose

To outline the steps to be taken to deliver training.

This procedure is related to the applicable part of The Standards.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



4.8.1 Procedure

Table 4-21 Conducting a Training Session

Steps	Responsibility
Prepare resources for the session at least one day prior to delivery. <ul style="list-style-type: none"> • Print a copy of the session plan – for your use during the session. • The session plan will outline any additional resources required to deliver the session. Ensure you have everything in the list. • Print the attendance roll. Complete the following accurate information on the attendance role: <ul style="list-style-type: none"> • Name/Title of the Session • Course • Instructor • Date & Time • Units covered in the session • Names and signatures of the students who attended • Your signature 	Instructors
Deliver the session. <ul style="list-style-type: none"> • Prior to the session: <ul style="list-style-type: none"> • Set up the classroom. • Become familiar with the venue and ensure you know where toilets and emergency exits are located. • Set up training aids. • Set up electronic equipment and ensure presentation is ready to use. • Ensure session resources are easily accessible to you. • As students arrive, have them sign the attendance roll. • At the end of the session, ensure you provide and collect evaluation forms. • Before students leave, ensure everyone has signed the attendance roll. • TVSA Pilot Training allows 30 minutes as pack up time. 	Instructors
Provide records to the office. <ul style="list-style-type: none"> • Records from all sessions are due to the RTO General Manager within five days of delivering the session. You must provide the following to the office: <ul style="list-style-type: none"> • Evaluations and summary sheet • Attendance Roll • Any additional administrative forms. 	Instructors

4.8.2 Related Policies

- Record Management Policy
- Training and Assessment Policy
- Student Records Policy

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



4.8.3 Related Procedures, Forms and Documents

- Student Records Procedures

4.9 Assessment Procedures

4.9.1 Background

As a Registered Training Organisation (RTO) complying with The Standards, TVSA Pilot Training, as well as each individual assessor, has a responsibility to ensure that Assessment:

- Meets the requirements of the Training Package or accredited course
- Is consistent with the organisation's own training and assessment strategy
- Is valid, reliable, flexible and fair
- Focuses on the application of knowledge and skill to the standard of performance required in the workplace
- Involves the collection of sufficient, valid, authentic and current evidence to enable a judgment to be made about whether competency has been attained
- Confirms that workplace and regulatory requirements are met.

Further to this, 'Judgments made by assessors against the same competency standards must be consistent' across the organisation.

Further to this, The Standards outline the responsibility of providers to adhere to the principles of access and equity:

'Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes' (Glossary, Standards for RTOs 2015)

4.9.2 Definitions

Assessment

Assessment is 'The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant industry competency standards of a Training Package or by the learning outcomes of an accredited course.'

Dimensions of Competency

'To be competent, a person must show their ability to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- Task Skills - The skills needed to perform a task at an acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
- Task Management Skills - These are skills in organizing and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
- Contingency Skills - The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
- Job Role/Environment Skills - The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
- Transfer Skills – The ability to transfer skills and knowledge to new situations and contexts.'

Employability Skills

'Employability skills are non-technical skills which play a significant part in contributing to an individual's effective and successful participation in the workplace. Employability skills are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies. In Australia the employability skills are:

- Communication skills, which contribute to productive and harmonious relations between employees and customers
- Teamwork skills, which contribute to productive working relationships and outcomes
- Problem-solving skills, which contribute to productive outcomes
- Initiative and enterprise skills, which contribute to innovative outcomes
- Planning and organising skills, which contribute to long-term and short-term strategic planning
- Self-management skills, which contribute to employee satisfaction and growth
- Learning skills, which contribute to ongoing improvement and expansion in employee and company operations and outcomes
- Technology skills, which contribute to effective execution of tasks.'

Principles of Assessment

To ensure quality results, assessment should ensure:

- Validity – Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:
 - Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- Assessment of knowledge and skills must be integrated with their practical application.
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency.'

There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

- Reliability – Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed. There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.
- Flexibility – To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.
- Fairness – Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED

Rules of Evidence

- **Authenticity** – To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
- **Currency** – In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.
- **Sufficiency** – This relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- **Validity** – the definition under Principles of Assessment.

Reasonable Adjustment

Reasonable adjustment refers to measures or actions taken to provide a student with a disability [or a language or literacy disadvantage] the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for a registered training organisation and must be allowable within rules defined by the Training Package or Course Curriculum.

Recognition of Prior Learning

Recognition of Prior Learning is the formal process by which the skills and knowledge gained through work and life experience and outside formal training arrangements are formally recognised. This process allows competency to be determined without the student being required to complete formal assessment tasks. When recognition is gained for a unit this means the student is not required to complete it as part of their course and the student is deemed to be at an equivalent competency level.

Validation

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

The primary purpose of validation is for continuous improvement of assessment practices, processes, tools and judgements.

Validation is ongoing and can occur any time – prior to, during or after assessment.

'Validation should focus on reviewing assessment tools and, if available, student evidence to make recommendations for future improvements.

Validation will be based upon:

THIS DOCUMENT BECOMES UNCONTROLLED IF PRINTED



- Assessment tools
- Judged student evidence (if available) either:
 - Of a specific cohort, or
 - Of a selection of units and qualifications in a Training Package, or
 - Of varying levels of achievement within a qualification or Training Package.

4.9.3 Assessment

The following instructions are written for use by an Assessor. It is the responsibility of the assessor to carry out the following when conducting assessments.