

**Date of Implementation**

13<sup>th</sup> May 2024

**Date Reviewed**

May 2024

**Date Due for Review**

May 2025

## **Assessment Policy and Procedure (Clause 1.8- 1.12)**

### **Scope**

This policy is to ensure that the requirements of the training package are met through the use of appropriate assessment tools, the Recognition of Prior Learning (RPL) of all students and to ensure that all assessments conducted are valid, fair, reliable and flexible. MiHaven Training is committed to the highest standards in the provision of training and assessment. MiHaven Training has implemented strategies and continuous improvement processes for training delivery and assessment of all courses within its scope of registration.

MiHaven Training will ensure that all assessments meet the Principles of Assessment and Rules of Evidence, meets course requirements and provide re-assessment and appeals of assessment judgements if required. MiHaven Training ensures the security and integrity of assessment tools and commits to the principles of skills recognition and all processes meeting national vocational regulator standards.

MiHaven Training will monitor delivery standards through regular systematic gathering, collation and analysis of feedback from students throughout their learning journey. MiHaven Training maintains records according to policies and procedures assuring their integrity, security and appropriate confidentiality to ensure that all enrolment, fee collection and payment procedures meet regulatory guidelines.

All MiHaven Training, Trainer and Assessors are made members of Velg Training (fees covered by MiHaven Training), this enables Trainer and Assessors to access free webinars, industry information and fact sheets.

MiHaven Training has benchmarked a minimum of six (6) professional development Vocational Education and Training (VET) Sector related activities, six (6) vocational industry related activity and a minimum of twelve (12) hours of industry placement are to be completed annually. Professional Development activities could include but not limited to seminars, workshops, webinars, networking or industry engagements.

Trainer and Assessors' will need to maintain their trainer matrix and trainer profile and collate and submit evidence of all industry and VET activities completed on a biannual basis. Refer to the Trainer and Assessor Development Policy for further details.

### **Flexible Learning and Assessment**

#### ***Competency Based Training and Assessment***

Competency-based Training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace rather than what they know as a result of completing a program of training.

Competency-based training programs are made up of units broken into segments which are called elements. These are based on standards set by industry, and assessments are designed to ensure each student has achieved all the elements (skills and knowledge) required by each unit in order to gain their course qualification. Each course is made up of the required number of core units and elective subjects which have been chosen to offer you the best all round knowledge and skills base.

Assessment methods are detailed in the Training and Assessment Strategy (TAS) for each course. MiHaven Training applies the Principles of Assessments and the Rules of Evidence in all assessments. The objective of assessment is for the student to show that they have achieved competency in the unit(s). Students may be assessed by one or more of the following methods.

- Observation- Simulated Environments
- Observations- Work Placement (if relevant)
- Oral Questioning
- Written Assessments
- Multiple Choice
- Role Plays
- Scenarios
- Group Work
- Third-Party Feedback
- Recognition of Prior Learning (RPL)
- Or any other method outlined in the Training and Assessment Strategy (TAS).

Students will be advised of the assessment methodology prior to training commencing.

### ***Assessment requirements***

Each unit of competency contains assessment requirements grouped into three areas:

- Performance evidence
- Knowledge evidence
- Assessment conditions.

**Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent. **Assessment conditions** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

### ***Training and Assessment Standards***

MiHaven Training staff are appropriately qualified and experienced to deliver the training and assessment offered. Assessments will meet national assessment principles including Recognition of Prior Learning (RPL) and Credit Transfers (CT). Sufficient training materials and physical resources will be provided to students in order for each of them to achieve the learning outcomes of the training program. Appeals procedures are in place for students who are not satisfied with assessment or training judgements or outcomes, which can be found on the MiHaven Training website.

### ***Flexible Learning***

MiHaven Training provides students with learning flexibility by taking their personal situations into consideration, this is called reasonable adjustment. It is a term used in the education, employment and Vocational Education and Training (VET) sectors to refer to any modification made to the learning environment, training delivery or assessment method to help students with disability or ongoing ill health

to access and participate in education and training on the same basis as those without disability or ongoing ill health.

This includes:

- Ensuring that course activities are sufficiently flexible;
- Providing additional support where necessary; and
- Offering a reasonable substitute within the context of the course where a student cannot participate.

Reasonable adjustment is not designed to give a student with disability or ongoing ill health an advantage over other students, to change course standards or outcome, or to guarantee success. Regardless of any flexible arrangements agreed to, the course assessment standards and requirements are always to be met.

Structured training may be conducted in a classroom, in the workplace, online, externally or a combination of all methods; it may be delivered in various modes including face to face interaction, online interaction, or via correspondence. Students should initially discuss possible flexible arrangements with their Trainer and Assessor. If the desired change is deemed feasible, authorisation should then be obtained from the Training Operations Manager.

### ***Recognition of Other Qualifications: RPL/Credit Transfer***

MiHaven Training recognises Australian Qualification Framework (AQF) qualifications and Statements of Attainments (SOAs) which are issued by any other Registered Training Organisations (RTOs). Students may be entitled to a Credit Transfer in the following circumstances:

- Completed units of competency from a relevant National Training Package.
- Approved units of competence from a National Training Provider.
- Successful RPL application.

Students who have completed appropriate training or who, through prior learning and experience, have gained the required skills/competencies stipulated for the units of the course may be granted credit upon substantiation of that claim.

MiHaven Training advises all applicants of RPL opportunities and procedures upon the application for enrolment meeting with the MiHaven Training Team. Please refer to the RPL and Credit Transfer Policy and Procedure for more information.

## **Assessment Policy**

MiHaven Training is committed to developing and providing assessment tools of the highest quality to ensure qualification outcomes are met for both our students and that comply with the AQF requirements.

To this end, MiHaven Training will ensure that:

1. Assessments are developed and implemented in consultation with industry and local partners.
2. Assessments address the elements, performance criteria, performance evidence, knowledge evidence and assessment conditions as outlined in the AQF unit.
3. Assessments offer a variety of assessment methods to ensure that all students have the opportunity to demonstrate their competence.
4. Assessments adhere to the:
  - a. Principles of assessment.
  - b. Rules of evidence.
  - c. Dimensions of competency.

5. Assessment tools are moderated and validated on a scheduled basis as part of an internal audit process and in line with the Standards for RTOs 2015.
6. Students receive full and detailed instructions on the requirements of each assessment, prior to commencement.
7. In the event of a 'not yet satisfactory' outcome, the student will have an opportunity to resubmit the assessments for that specific unit two (2) further times at no cost. If, after resubmitting the assessment(s) twice, the student still does not meet the necessary criteria for competency he/she must re-enrol into the entire unit (cost on application) in order to achieve the full qualification. Every effort will be made by the staff of MiHaven Training to ensure a successful outcome for its students.
8. Should a student not agree with the outcome of an assessment judgement or any other issue the Complaints and Appeals Procedure is to be followed.

## **Developing Strategies for Training and Assessment**

The Training Operations Manager identifies the course outcomes to be achieved from the delivery of any qualification MiHaven Training commences. In consultation with the Compliance team and the faculty Lead Trainer and Assessor, the identification of the following occurs:

- Target groups
- Industry sector needs identified through industry consultancy
- Language, Literacy, and Numeracy (LLN) benchmarks and requirements
- Any specific student needs that might affect their ability to participate in the course.
- Appropriate delivery and assessment methods
- The required human and physical resources required to conduct the training and carry out the assessment (including Trainer and Assessor/student manuals, workbooks and other resources and tools etc.)
- Validation of the strategy for training and assessment occurs and is documented
- Feedback is gathered, and any recommendations for improvement are documented and acted on

The outcomes of this identification are documented in Training and Assessment Strategy (TAS) and submitted to the Training Operations Manager for authorisation.

## **Training Plans**

- Training Plans are developed for all students undertaking traineeships/ apprenticeships
- Where required, individual training plans are prepared in conjunction with the student, employer and MiHaven Training.
- Proposed commencement and completion dates for each unit are entered into the Training Plan
- The Training Plan is signed and dated by all parties (Employer, Trainee/ Apprentice, Supervising Registered Training Organisation (SRTO))
- A Trainee/Apprentice progress is monitored and recorded on the Training Plan and also within the Training Record Book
- Any variations to the Training Plan are agreed to by all parties, prior to those variations being recorded on the Training Plan and re-signed by all
- Regular consultation with the Employer will occur to ensure a Trainee/Apprentice's progress is understood and supported in the workplace

## Development of learning and assessment material

- New materials are developed, or existing/commercial materials are contextualised to conform to the authorised Training and Assessment Strategy (TAS)
- Assessment recording documents for use by Trainer and Assessors are developed. In developing assessment (including RPL), MiHaven Training ensures:
  - Compliance with the assessment guidelines from the relevant Training Package or VET Accredited course
  - Assessment is conducted in accordance with legislative requirements
  - Assessment leads to a qualification or Statement of Attainment (SOA) under the Australian Qualifications Framework (AQF)
  - Assessment complies with the principles of competency-based assessment (i.e. assessment is valid, reliable, flexible and fair) and informs the student of the context and purpose of the assessment
  - The rules of evidence (valid, sufficient, current and authentic) guide the collection of evidence to support the principles of validity and reliability
  - There is a focus on the application of knowledge and skills to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment (e.g. dress, communicating with supervisors, etc.)
  - Timely and appropriate feedback is given to students
  - Assessment complies with the RTO's access and equity policy
  - Systematic validation occurs
  - All students have access to reassessment on appeal
  - Adjustment to assessment will occur on an as needs basis and only where it does not change the integrity of the unit requirements
- Trials of assessment tools occur with persons not previously involved in the development/ modification and are revised as necessary
- Training and assessment materials are continually updated according to the Continuous Improvement Policy and Procedure

## Validation of Assessment

- Validation occurs according to the MiHaven Training's Validation Schedule, where each training product is reviewed at least once in a five-year period. At least fifty (50) per cent of the training/ assessment products are validated in the first three (3) years of the schedule
- Validation can be undertaken by one (1) person or by a team of people who collectively hold:
  - Vocational competencies and current industry skills relevant to the assessment being validated
  - Current knowledge and skills in vocational teaching and learning, and
  - The TAE40116 Certificate IV in Training and Assessment (or its successor) or the TAESS00001 Assessor Skills Set (or its successor)
- In addition to reviewing assessment via the MiHaven Training's Validation Schedule and the Continuous Improvement Policy and Procedure, the following moderation process occurs regularly to assist in the maintenance of high-quality service and provide Trainer and Assessors with feedback:
  - The assessment outcomes for each assessor of each unit are to be moderated by the Compliance team to determine any apparent variations in judgments formed.

- Assessments and judgements are to be compared to ensure consistency amongst assessors, through trainer moderation.
- Proposed changes to assessment tools and strategies are documented and submitted to the Compliance team.

