Trainer and Assessors Guidelines

Purpose

This guideline is to ensure trainers and assessors at RGIT are compliant with the Standards for RTOs 2015 to undertake effective assessment. Please also refer the RGIT Assessment Policy and Procedure.

This guideline applies to trainer and assessors of RGIT and all Third Party Provider Partners.

Assessor’s role

The Assessor’s key role is to compare a participant’s evidence of competence against the criteria for assessment and make a judgment about whether competency has been achieved.

An Assessor must be able to:

- Correctly interpret the criteria for assessment as specified within the competency standards;
- Ensure Principles of Assessment and Rules of Evidence are followed while conducting assessment;
- Demonstrate a high level of skills in the area being assessed (or work in close consultation with someone who does have the technical knowledge and skills working as a technical advisor or a recorder);
- Demonstrate high level interpersonal and communication skills.
- Determine and apply relevant assessment techniques/methods;
- Ensure that the evidence provided is sufficient;
- Make impartial judgments benchmarked against the relevant competency standards.

Conduct of Assessments

- Potential forms of conflict of interest in the assessment process and / or outcomes are identified, and appropriate referrals are made to the Coordinator/ Manager, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of participants are protected during and after the assessment process. Participants are made aware of their rights and processes of appeal. Please refer to the Complaints and Appeals Policy.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence. Assessment decisions are based on available evidence that can be produced and verified by another assessor if required.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
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- Participants are informed of all known potential consequences of assessment decisions prior to the assessment.
- Confidentiality is maintained regarding assessment decisions / outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the participant/s.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

RPL process

RPL Process chart

(Partner providers)

Application review

Interview and Document Review

Assessment

Outcome

Send documentation to RGIT for final approval

Generate the Certificate

Send the Certificate to the provider

Advise student of the outcome

Successful

Unsuccessful
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Monitoring and Review process

To assure the quality of assessment outcomes (e.g. strengthen the confidence of internal and external stakeholders in assessment outcomes), ongoing monitoring and review mechanisms must be incorporated.

Monitoring and Review will be undertaken at different levels within the organisation:

i. Participant/s ongoing feedback on assessment processes including assessment methods, quality of training received, tools and course content will be undertaken through ‘Unit End Feedback Survey’ available on the LMS.

ii. Candidates are required to complete an AQTF ‘Learner Questionnaire’ either on the LMS and/ or on paper.

iii. Trainer feedback surveys completed by the students will help is determine the quality of training and assessment at RGIT.

VET Quality log is used to monitor the assessment process and determine if the requirements are met by the trainer and assessor. Please refer to the template.

Learner needs

In order to successfully complete training, participants will need:

i. Reading competencies sufficient to understand relevant literature, standards and regulations documentation, procedures manuals and other documentation used in the industry

ii. Writing skills sufficient to prepare notes, procedures, programs, case plans and documentation based on knowledge gained from lectures, group discussions, industry experience and literature reviews. Please refer to the LLN policy.

• The differing needs and requirements of the participants are identified and handled with sensitivity.

Professional Development

• Trainers/Assessors have the necessary training and assessment competencies as determined by the National Quality Council or its successors.

• Trainers/Assessors have the relevant vocational competencies at least to the level being delivered or assessed

• Trainers/Assessors should continue to develop VET knowledge and skills as well as industry currency and trainer/assessor competence.

Trainers are required to undertake professional development to retain their training competencies. RGIT is keen to provide professional development opportunities for trainers. This may be in the form of an invitation to attend a meeting, a networking event of interest, information sharing on new initiatives, training manuals and participating in Validations sessions.
Training and Induction

Usually, Induction session is held upon commencement to familiarise new trainers and assessors with the training environment. This initial orientation will be inclusive of all regulatory requirements associated with the trainer/assessor role and the RTOs management and administrative structures.

Trainers & Assessors are provided training in the following areas:

1. HR
2. OHS
3. VET FEE- HELP Assistance and eligibility – Please refer to the Induction presentation
4. Learner Management System – Induction checklist will need to be completed. Please refer to Trainer checklist for grading assessments and LMS Training checklist.
5. Training resources
6. Student Management System – RTO manager
7. Academic process and Admin Processes – Please refer to the Course delivery process chart and Staff checklist for Online delivery.