

## Training & Assessment

### Policy No: RTO1.1

Responsibility for Policy:	Executive General Manager, Policy and Programs
Date approved:	31/03/2018
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Relevant RTO Standards	1.1 – 1.6; 2.1 – 2.2
Associated Forms, etc	AISR Training and Assessment Strategy Template Training and Assessment Strategy Version History Document AISR Training Needs Identification Form Annual report based on AQTF Quality Indicator Employer Questionnaire Data Annual report based on AQTF Quality Indicator Learner Questionnaire Data

#### AIM

The Institute is ultimately responsible for ensuring the delivery of quality training and assessment that meets the requirements of training packages and VET accredited courses for all products within our scope of registration. This includes any third party arrangements where training and/or assessment is delivered on our behalf.

We strive to ensure that not only is our training and assessment of high quality, but also that is sufficiently flexible to:

- Be attuned to changes in the industry environment and is amenable to adaptations in keeping with such changes.
- Cater across the entire spectrum of varying learner needs.

#### 1. TRAINING AND ASSESSMENT SERVICES

- 1.1 In order to achieve quality assessment outcomes, we will base the development of all of our assessment processes and instruments on the contents of the Principles of Assessment table (refer Table 1.8-1 within the Standards for Registered Training Organisations (RTOs) 2015). This table is included as Attachment 1.
- 1.2 For assessment purposes, our evidence requirements are based on the Rules of Evidence (refer Table 1.8-2 within the Standards for Registered Training Organisations (RTOs) 2015). This table is included as Attachment 2.
- 1.3 All of our Training and Assessment Strategies will be consistent with the *Australian Qualifications Framework (AQF)*, and in particular the AQF Volume of Learning Indicators (available at attachment 3).

- 1.4 We will ensure that all of the training and assessment materials that we design and/or produce are relevant to the needs of industry, and any such materials that we use that are produced by other organisations meet the requirements of the modules or units of competency in accredited courses, training package qualifications or units of competency.
- 1.5 All of our assessment practices will be the subject of regular, systematic validation (also see Policy 4).

## **2. REVIEWING TRAINING AND ASSESSMENT SERVICES**

- 2.1 We will conduct an annual review of our training and assessment packages, using a range of information, including:
- quality indicator data,
  - validation outcomes,
  - client feedback,
  - trainer and assessor feedback and
  - complaints and appeals.
- 2.2 The reviewer(s) will prepare a written report detailing the findings of each review for the consideration of the Institute manager. The report will include recommendations for changes where appropriate. The Institute manager will decide which recommendations will be implemented and will assign a staff member to oversee the implementation of each change. In this way, these reviews will form part of our organisational continuous improvement process.

## **3. TRAINING AND ASSESSMENT STRATEGIES**

- 3.1 We will have comprehensive training and assessment strategies in place for all new or amended training products within our scope of registration. We will also prepare training and assessment strategies for 'stand-alone' single units or skill sets that we deliver.
- 3.2 Each training and assessment strategy will address the following areas:
- The amount of training provided and, where we are offering a full qualification, all core and elective components will be identified and defined.
  - The mode(s) of delivery will be described.
  - Entry requirements, and any areas where learners may require additional support.
  - Duration and scheduling that takes into account the learner cohort and any specific requirements of the training product.
  - Identification of all assessment resources, methods and timing.
  - Identification of all learning resources and physical resources.
  - All human and physical resources required (at a unit of competency level).
  - Strategies for 'assessment only' pathways and stand-alone units as appropriate.
- 3.3 We implement a range of strategies for industry engagement in order to consider specific industry needs when developing and implementing training and assessment strategies. These actions will include consultation via administering the AISR Training Needs Identification Form to industry stakeholders, both external and internal (RASA Practice Managers, who are industry specialists, and key RA national federation personnel).

#### **4. REVIEWING TRAINING AND ASSESSMENT STRATEGIES**

- 4.1 Our training and assessment practices will remain relevant and responsive to both industry and learner needs.
- 4.2 We will develop and review all of our training and assessment materials and practices in consultation with training staff and relevant industry stakeholders.
- 4.3 A review will be conducted annually of each Training and Assessment Strategy for all our training products within our scope of registration to identify current training needs and specific competency requirements.
- 4.4 Each such review will be informed by consultation with the Institute manager, the Course Coordinator, relevant Practice Managers from RASA, third parties who are involved in the delivery of training on behalf of the Institute, and other relevant external industry representatives.

Specifically, our consultation activities will include:

- completion of the AISR Training Needs identification form by industry stakeholders, both external and internal (RASA Practice Managers, who are industry specialists, and key RA national federation personnel).
  - completion of the AQTF Quality Indicator Employer Questionnaires
  - completion of the AQTF Quality Indicator Learner Questionnaires
- 4.5 The reviewer(s) will prepare a written report detailing the findings of each review for the consideration of the Institute manager. The report will include recommendations for changes where appropriate. The Institute manager will decide which recommendations will be implemented and will assign a staff member to oversee the implementation of each change. In this way, these reviews will form part of our organisational continuous improvement process.

#### **5. TRAINERS AND ASSESSORS**

- 5.1 We will ensure that:
- Our training is delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment.
  - We provide a sufficient number of trainers and assessors to deliver all training and assessment.
  - The currency of trainers and assessors' industry skills are informed by industry engagement.
  - We have, for all of our scope of registration, and consistent with our training and assessment strategies, sufficient:
    - trainers and assessors to deliver the training and assessment
    - educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment.

For more about the Institute's policies concerning trainers and assessors, please see RTO Policy 1.6.

## 6. LEARNERS NEEDS

- 6.1 Our training and assessment practices are designed such that each and every learner can receive the right amount of training to gain the competencies as specified in all products (the relevant training package or VET accredited course) within its scope of registration.
- 6.2 For each learner, we will determine the right amount of:
- educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
  - Language Literacy and Numeracy learning adjustments for Institute students are within the boundaries of performance standards required in the workplace.
  - training, assessment and support services that meet learners' individual needs.
- 6.3 We will determine the amount of training provided to each learner with regard to:
- the existing skills, knowledge and the experience of the learner
  - the mode of delivery; and
  - where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- 6.4 We will ensure that we have, for all of our scope of registration, sufficient:
- learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
  - facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

For more about the Institute's policies concerning learner needs, please see RTO Policy 1.3.

## ATTACHMENT 1

PRINCIPLES OF ASSESSMENT TABLE	
Fairness	<ul style="list-style-type: none"> <li>The individual learner's needs are considered in the assessment process.</li> <li>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</li> <li>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.</li> </ul>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>reflecting the learner's needs;</li> <li>assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>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.</li> </ul>
Validity	<ul style="list-style-type: none"> <li>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</li> <li>Validity requires: <ul style="list-style-type: none"> <li>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;</li> <li>assessment of knowledge and skills is integrated with their practical application;</li> <li>assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul> </li> </ul>
Reliability	<ul style="list-style-type: none"> <li>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</li> </ul>

**ATTACHMENT 2**

<b>RULES OF EVIDENCE TABLE</b>	
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.

## ATTACHMENT 3

## AUSTRALIAN QUALIFICATIONS FRAMEWORK VOLUME OF LEARNING INDICATORS\*

Certificate I	Certificate II	Certificate III (*1)	Certificate IV (*2)	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5–1 Year	0.5–1 Year	1–2 Years	0.5–2 Years	1–2 Years	1.5–2 Years	0.5–1 Year	1–2 Years
600–1200 hours	600–1200 hours	1200–2400 hours	600–2400 hours	1200–2400 hours	1800–2400 hours	600–1200 hours	1200–2400 hours
Hours above are sourced from the AQF 'Volume of Learning: An Explanation'							
*1. Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.							
*2. Certificate IV qualifications are often either: <ul style="list-style-type: none"> <li>• Shorter duration specialist qualifications that build on existing skills and knowledge.</li> <li>• Longer duration qualifications that are designed as entry level requirements for specific work roles.</li> </ul>							

\*These indicators are considered to be a starting point only and many factors can affect the amount of training required.