

## Training and Assessment Strategy Development Policy and Procedure

This policy outlines the philosophical approach to be applied to the development and application of the Training and Assessment Strategy (strategy) within Australian Sovereign College operations. The strategy is an important document for Australian Sovereign College. It is the plan by which our training and assessment is delivered. Once developed, it is continuously improved as training and assessment services are also continuously improved. It is a 'live' document and should always accurately reflect the current way in which training and assessment is being provided.

The strategy has an important relationship to other documents used to deliver training and assessment. It holds a central position as the parent document to all other documents used in training for the relevant training program. We will develop and maintain a strategy for each training program we offer. Other important documents that support the implementation of a strategy include learning resources, assessment resources, industry resources and Australian Sovereign College resources. Strategies are also supported by other resources such as those developed by industry, e.g. industry regulations or equipment operating instructions.



## Training and Assessment Strategies Development Procedure

In the development of strategies to support Australian Sovereign College operations we apply the following guidelines:

The strategy should provide the following information:

### The Front Matter

- **Title and Context.** It should identify the training program title and Australian Sovereign College contact details. It should also show what the qualification code and title (if applicable) is and the industry Training Package from where the qualification has been drawn. We will ensure that the selected Training Package is current and has not been superseded. Training Packages can be amended under a continuous improvement arrangement. This means that they can change frequently.
- **Units of competency.** The strategy should clearly identify the units of competency which comprise the training program. It should also show which units are core and which units are elective. Note that the shape and content of a course can vary greatly when elective units are selected. It is acceptable in the strategy to only list those units that we have identified as most likely required by industry (through industry consultation). There is no need to list every possible elective as individual student needs will be established at enrolment and appropriate training plans can be developed on an individual basis. It should be noted in the strategy that the units as shown are indicative and will vary based on a learner's or employer's workplace requirements.
- **The Target Learner.** Next, the strategy should identify the target learner. As much information should be recorded about the analysis of the target student which is gathered during industry consultation. At a minimum, information should include the following:
  - Typical employment situation such as school leaver, employed, unemployed, etc.
  - Characteristics, such as typical age, vocational experience, prior training and qualifications, physical requirements or motivation. The statement about motivation should clearly identify what motivates the student group to undertake the training. This might be such things as to acquire new skills, to seek new employment or to obtain a particular licence. It is important for Australian Sovereign College to recognise that learners will have different motivations and we will seek to understand these during the enrolment process and when tailoring training to meet a learner's needs.
  - Perceived language, literacy and numeracy (LLN) skills and how this aligns to the LLN requirements of the course.



- Pre-requisites that apply to the course, these should be clearly listed and perhaps explain how these will be checked during enrolment.

## Training Strategy

The training strategy should outline how the training will be delivered in detail. This will include the following:

- **Duration.** The expected duration of the training program needs to be identified. These include a break down by units of competency and a clear statement of the indicative hours to complete the course. It should be noted that duration may vary from student to student depending on their choice of electives, recognised prior learning, credit transfer and method of delivery. The Standards for Registered Training Organisations say that when determining the amount of training the RTO must have 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.
- An important guide to determining a course duration is the expected volume of learning published for each qualification in the Australian Qualifications Framework. The volume of learning for each qualification is shown below:

Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years

- **Delivery methods.** The delivery methods selected for use during training should be clearly identified. These may include workplace based, residential, face to face, distance, technology based or a combination of these. Importantly, this will shape what resources Australian Sovereign College develop or acquire as the supporting resources for the training program.
- **Organisation and Sequencing.** During the analysis of the Training Package requirements, units of competency which contain pre-requisite or co-requisite requirements must be identified. This will shape the sequencing of the delivery as will the requirements of industry and the deployment and expenditure of resources. Organisation



and sequencing strategies that may be applied include simple to complex, clustered delivery, unit by unit or a strategy that is based on the way work is performed. It is important to note here that Australian Sovereign College recognise that the primary factors to influence the organisation of a training program are industry requirements.

- **Strategies for Evaluation.** Toward the end of the training strategy, the strategies for evaluation should be outlined that will ensure that the training program continues to meet industry requirements. Evaluation strategies may include:
  - Surveying learners and employers about their satisfaction with training;
  - Moderation between trainers to seek out and agree on strategies to improve the services to learners;
  - Internal auditing by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies; and
  - Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements.
- **Trainers.** At the end of the training strategy, it should clearly identify (by name) the trainers to deliver the training. This should also include a statement about their vocational qualifications and experience applicable to the training program and their competence to deliver training in accordance with the National Skills Standards Council.

## Assessment Strategy

The assessment strategy is a critically important component of the training program strategy. It will define how evidence will be gathered from learners and demonstrate how the assessment will meet the Training Package requirements, meet the rules of evidence and be conducted in accordance with the principles of assessment. The following points characterise the general requirements of good practice assessment that are applied by Australian Sovereign College:

- Evidence is gathered over time involving several assessments rather than on one assessment occasion.
- Evidence is gathered using a range of assessment methods to allow for differences in candidate performance.
- Evidence is gathered in the holistic performance of workplace tasks not on isolated performance which does not realistically reflect the way tasks are performed in the workplace.



- Evidence is gathered based on the candidate's own performance in a real or a simulated workplace.

In developing the content for the assessment strategy, the following is a guide for Australian Sovereign College developers:

- **Assessment Method.** At the beginning of the assessment strategy, the strategy should identify the assessment methods selected to gather evidence from the candidate. The choice of assessment methods will be informed by a range of factors including the evidence guide requirements in the unit of competency, the assessment guidelines in the applicable Training Package and importantly the scope and nature of the skills and knowledge being applied. Assessment methods may include:
  - Direct observation of workplace tasks being performed;
  - Structured activities that will lead to the demonstration of workplace tasks;
  - Questioning of required knowledge (verbal and/or written);
  - Development of a portfolio of evidence which may include workplace products, samples of work, statements by supervisors;
  - Review of products workplace products, samples of work; and
  - Workplace feedback (industry evidence).
- **Assessment Mapping.** An assessment map is a useful piece of information to include, as it provides a point of reference to all involved as to what evidence is to be collected to meet the requirements of each unit of competency. Assessment mapping will indicate the relevance of the assessment activities to the components within the applicable unit of competency. This information should provide a holistic picture of the evidence gathering which is occurring across the entire training program. In doing this, it will expose opportunities where assessment activities may be combined or clustered to create efficiencies in the assessment process. It will also demonstrate how holistic assessment may be possible to allow the assessment of multiple units of competency in one assessment event.
- **Environment.** In this section, the environment in which assessment will be conducted should be identified. The environment includes the physical surrounds where an assessment occurs. This may include the actual or simulated workplace. The environment may also refer to the tempo of activity such as a busy call centre or reception desk. Most Training Packages require that the assessment environment is either a simulated workplace or the workplace. Both options will carry special requirements for assessment



such as the facilities and role play scenarios in a simulated environment and special arrangements to support workplace assessment.

- **Process.** The process for assessment is simply the steps the assessor takes when gathering evidence of a learner's competence. Typically, this is outlined in the assessment guide within the Training Package and should be unpacked here to provide clear guidance to assessors on Australian Sovereign College's expectation of the assessment process and to showcase to external stakeholders the process Australian Sovereign College applies. It is important to note that whilst Australian Sovereign College may have a set process for gathering evidence, the process does need to be negotiated with each candidate to ensure it reflects the individual needs of each person. The timing of assessment is determined by the assessor in consultation with the candidate. Assessment may begin at the conclusion of learning or may be timed to occur during a learning pathway. In some cases, there is no learning and the assessor and candidate will move directly to assessment. An example of this is recognition of prior learning. A typical assessment process will include:

- Step 1: Prepare for assessment;
- Step 2: Prepare the candidate;
- Step 3: Plan and prepare the evidence-gathering process;
- Step 4: Collect the evidence and make the assessment decision;
- Step 5: Provide feedback on the assessment;
- Step 6: Record and report the result;
- Step 7: Review the assessment process;
- Step 8: When required, participate in the reassessment and appeals process.

This assessment process is outlined in greater detail in the sections that follow.

- **Resources.** The resources section should outline the physical resources identified to deliver assessment. Key sources of information which will guide the identification of resources are the evidence guide, as included within each unit of competency, and the scope and nature of the tasks being performed. Typical resources include:
- Workplace location or simulated workplace;
  - Materials relevant to a fully functioning workplace;
  - Equipment and tooling appropriate to a functioning workplace;



- Specifications, work instructions and workplace sources of information;
  - Workplace specific resources;
  - Qualified assessor with the relevant vocational and training and assessment competence;
  - Appropriate evidence gathering tools, exercises and instructions; and
  - A suitable environment to support candidate performance.
- **Validation.** The validation of assessment practices is a critically important process which must be closely managed by Australian Sovereign College. The validation process ensures that assessment strategies, resources and tools are continuously improved and meeting the needs of industry. Further information on validation is provided later in this section. Validation methods may include:
    - Field testing of assessment strategies, resources and tools;
    - Student and employer satisfaction survey;
    - Internal audit of assessment strategies; and
    - Validation and unit review meetings and forums between assessors to promote consistent judgements and interpretation of evidence.
- **RPL.** This section should outline the arrangements Australian Sovereign College have in place to assess RPL applications. This includes processes of lodgement through to decision and may outline the tools and resources to be used to assess RPL.
- **Reasonable adjustment.** This section should outline the relationship of reasonable adjustments to the assessment process. Reasonable adjustment may take into account the following:
    - Learner’s language, literacy, numeracy requirements;
    - Provision of personal support services, for example, reader, interpreter, scribe, support person;
    - Use of adaptive technology or special equipment;
    - Flexible assessment sessions to allow for fatigue or administering of medication;
    - Adjustment of assessment materials, for example, in Braille, first language, use of audiotape/videotape;



- Adjustments to the physical environment or venue;
  - Considerations relating to age and gender; and
  - Considerations relating to cultural beliefs, traditional practices and religious observances.
- **Assessors.** Like the training strategy, the assessment strategy should clearly identify (by name) the assessors who will be conducting the assessments. This should also include a statement about their vocational qualifications and experience applicable to the skills and knowledge being assessed and their competence to conduct assessment in accordance with the National Skills Standards Council. If a team or partnership arrangement is to be used which allows the pooling together of suitable persons to conduct the assessment, this should be clearly explained to inform the reader of what skills and knowledge (competence) each member of the team brings to the assessment.

## Industry Consultation

After the major sections relating to training and assessment, the last area (but no less important) to be included in Australian Sovereign College strategy is information relating to the industry consultation conducted during the development of the strategy. Australian Sovereign College is committed to delivering training programs that build industry capacity. It is important to demonstrate that Australian Sovereign College strategy has been developed in direct consultation with employers. This not only supports Australian Sovereign College strategy to deliver workplace relevant skills and knowledge but is also important to capture a record of the consultation we have conducted for compliance purposes. This section of the strategy will be updated continuously as industry engagement occurs and informs the ongoing development of training. The following information is identified for inclusion to demonstrate Australian Sovereign College industry consultation:

- **The industry needs.** This will include an overview of the industry's needs for the skills and knowledge. This will often be related to industry production and identified skills shortages and should be supported with reference to authoritative industry publications or stakeholders.
- **Staff involvement with industry.** This section should demonstrate the current engagement Australian Sovereign College staff members have in the industry. This may be a short bio with reference to qualifications and ongoing association with industry representative group, committees and forums. This should not only refer to the industry relevant to the course but should also refer to the ongoing engagement in the VET industry. Engagement refers to the activities undertaken by trainers and assessors to maintain their industry knowledge and vocational competence (i.e. their trade skills). Examples of



engagement with industry may include membership of industry forums and associations, part time work, attendance at industry conferences and workplace visits.

- **Visits to industry sites.** During the development of training and assessment strategies it is important to physically go out and engage with employers and obtain their input to the way training and assessment should be conducted. This is also an important component to the ongoing validation of training and assessment resources. These visits should be recorded in the strategy as they serve to demonstrate the seriousness of Australian Sovereign College in directly engaging with industry.
- **Industry representatives on RTO governing bodies.** From time-to-time Australian Sovereign College will invite appropriate industry representatives to join governing bodies within Australian Sovereign College operation. Examples of these are the Industry Advisory Committee or a panel of experts for the validation of resources. These arrangements should be listed as they again demonstrate the clear intent of Australian Sovereign College to seek and listen to industry advice.
- **Industry validation of resources.** This section should list the last round of resource validation conducted with industry by Australian Sovereign College. This should include the unit code and title, the industry representative who conducted the validation and the general outcomes of the validation.
- **Complaints received from industry.** Complaints are a rich source of information to aid in the continuous improvement of resources. Complaints from industry should be viewed positively and seen as an opportunity for improvement offered by an important stakeholder. If complaints from industry are received, they should be recorded in this section of the strategy along with information that indicates how the matter was dealt with and over what timeframe.