


PROCEDURE		
Ref. to Legislative Frameworks: SRTO2015: 1.1, 1.2, 1.3, 1.4	Training and Assessment Strategies and Practices	
Version: 2.0	Approved by: Chief Executive Officer	Issued on: 01/04/2018 Review by: 01/04/2020

Revision History

Current Version	Description of Change	Author	Effective Date
2.0	The role of the VET Quality Committee is incorporated.	Quality Assurance Support Officer	01/04/2018

PURPOSE

This procedure outlines the steps in the development of Training and Assessment Strategies (TAS) and guides trainers and assessors when structuring and sequencing learning programs.

POLICY STATEMENT

AAPoly is committed to the provision of high-quality vocational education through the development of pedagogically sound and compliant Training and Assessment Strategies and tools. Training and Assessment strategies will be contemporary in design, effective in the delivery of training and assessment outcomes, industry-relevant and meet all regulatory requirements.

SCOPE

This policy applies to all qualifications listed under the scope of AAPoly's registration and relates to all staff involved in designing, delivering, assessing and monitoring training of these programs, including recognition of prior learning.

DEFINITIONS

Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
Clustering	The process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work-related needs.
Training and assessment strategies and practice	The approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course. A framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.
Training Strategies	Training strategies include the approach taken by RTOs to structure and sequence activities in delivering training to learners in order to prepare them for assessment against the relevant units of competency in a Training Package. The approach will depend on the needs of learners and/or enterprise, the available resources and the requirements of the Training Package.
UoC	Unit of Competency.

Volume of Learning

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Australian Qualifications Framework (AQF) qualification type. It is expressed in equivalent full-time years.

PROCEDURE

Scoping the Training and Assessment Strategy

1. The need for a new or changed Training and Assessment Strategy can arise from the following reasons:
 - a. a course to be added to AAPoly's registration scope;
 - b. an existing course being superseded;
 - c. a new cohort with new cohort attributes;
 - d. cyclical review;
2. The VET Faculty Head will review the requirements and assign to an appropriately qualified person to develop the Training and Assessment Strategy (TAS). The TAS developer must hold at least equivalent qualification to the course and has a minimum of two years of training and assessment experience in the relevant context.
3. The TAS developer identifies the relevant training package, qualification code and title for the Training and Assessment Strategy. Units of competencies are identified showing core and elective units. Elective units listed are reflective of those identified by industry through consultation and industry engagement.
4. The target learner group is identified and includes characteristics of the learners such as demographics and articulation pathways. Special needs and disability considerations are included. Other inputs to the development of the TAS may include:
 - a) Training program purpose/focus identified
 - b) The target group for training identified
 - c) Qualification/UoC chosen are the most appropriate to meet training requirements and needs
 - d) Qualification/units chosen are the correct and current versions
 - e) People from the industry who can be consulted have been identified
 - f) Liaison with the relevant Industry Skills Council to ascertain relevant documents/feedback has occurred
 - g) Relevant template for completion sourced

Developing the TAS

5. The TAS developer outlines in detail how the training will be delivered including duration of the program (by clusters of UoCs) and delivery methods: face-to-face, workplace-based, online or a combination of these.
6. During the analysis of Training Package requirements, UoCs that have pre-requisites are identified. This will shape the sequencing of delivery as will the requirements of the industry.

7. The following items are some of the main requirements and components of a Training and Assessment Strategy. Accordingly, a TAS document:
 - a. Should identify the qualification and units by code and title
 - b. Follows the qualification packaging rules to ensure the correct core and elective units.
 - c. Identify pre-requisites for unit/qualification
 - d. Set the content at the correct AQF level
 - e. Ensures the content addresses all of the UoC requirements (e.g. Elements, Performance Criteria, Knowledge and Performance requirements)
 - f. Ensures the content is mapped to the UoC and documented within the strategy
 - g. Ensures the program's learning outcomes are clear and measurable
 - h. Ensures the design is in accordance with the adult learning principles
 - i. Ensures the program is industry relevant
 - j. Utilises relevant, real work activities and work experience as the basis for training and assessment tasks where possible
 - k. Is contextualised to meet the needs of industry and employers
 - l. Includes formative and summative assessment tasks
 - m. Lists the learning resources which are current, meet requirements of the course and are set at the correct AQF level
 - n. Ensures assessment methodologies are mapped and found within the strategy
 - o. Ensures Performance Evidence, Knowledge Evidence, Foundation Skills and other elements of the UoC are addressed through the assessment methodology
 - p. Ensure the delivery schedule provides a realistic timeframe for Training and Assessment tasks and meets the requirements for Volume of Learning as specified in the AQF.
 - q. Specifies the delivery mode and learners characteristics
 - r. Incorporate industry feedback into the training and assessment methodologies and elective unit selection
 - s. Ensures the WHS issues are identified and the risks are mitigated.

Quality Assurance and Implement

8. The new or revised TAS will include quality assurance processes to ensure that the training continues to meet industry and regulatory requirements.
9. Quality assurance processes should include:
 - a. Industry consultation/employer collaboration sourced
 - b. All areas of Training and Assessment strategy template completed
 - c. Signed and dated by the TAS developer with appropriate credentials
 - d. Course and assessment validation scheduled
10. The VET Quality Committee should approve the new or revised TAS before implementation (from April 2018).

The Training and Assessment Strategy instrument

11. The Training and Assessment Strategy is the 'Action Plan' to deliver and assess both accredited and non-accredited programs. The overall aim of the Training and Assessment Strategy is to ensure that;
 - a) There is a structured approach to planning and delivering of training and assessment that meets qualification and UoC requirements
 - b) Training and Assessment is relevant to the industry and workplace and addresses relevant business needs

- c) Documentation is available to ensure staff are clear about how the program is to be implemented, evaluated, moderated and validated
 - d) All program logistical and resource requirements are met
 - e) Consistent, high-quality delivery and assessment can be provided to all students
 - f) Where appropriate clustering of units occurs
 - g) UoC's are sequenced which supports learning
12. The Training and Assessment Strategy is the central parent document to all other documents used in the training and assessment for the relevant course. The Training and Assessment Strategy for each course is regularly reviewed and maintained. Important supporting documents include training resources, assessment resources, industry resources and training management resources. The strategies developed may also be supported by other resources such as industry regulations.
13. The Training and Assessment Strategies for each Training Package qualification within its scope of registration are customised for each course (relevant to the qualification, skill set, cluster, unit/s of competency and course duration types) and delivery type (classroom, traineeship, assessment pathway, recognition pathway) and contextualised.
14. Training and Assessment Strategies identify:
- General Course Information
 - Proposed target groups
 - Delivery locations
 - Packaging rules
 - Units of competency
 - Delivery mode
 - Program duration
 - Trainer/Assessor requirements
 - Special needs & disability considerations
 - WHS considerations
 - Learning materials/resources
 - Practical application
 - work practicum (if applicable)
 - Assessment
 - Types of assessment
 - Work practicum (if applicable)
 - Program Administration
 - Program preparation
 - Program administration
 - Venue and equipment required
 - Industry Consultation/Collaboration
 - Industry Consultation Log
 - Program Evaluation
 - Assessment validation and moderation strategies
 - Study and employment pathways

Validation and Moderation

15. The meeting is scheduled per the Validation Schedule. Before the commencement of any validation/moderation meeting, the participants are provided with copies of the various assessment tools and the related UoC, as well as a copy of the Record of Program and Assessment Validation/Moderation. Validation of Training and Assessment Strategies occurs throughout the development process and post-development.

16. The validation/moderation is conducted using the Assessment Validation/Moderation Tool. The tool is reviewed to ensure they:
 - Meet the requirements of the training package
 - Align with the Performance Evidence, Knowledge Evidence and Assessment Conditions, as defined in the Assessment Requirements
 - Collect sufficient, valid, reliable and authentic evidence from the student to demonstrate competence
17. The validation may include industry experts, trainers/assessors (who are not directly involved in the particular instance of delivery and assessment of the training product being validated), relevant training staff and stakeholders and the session may also include moderating a sample of previously conducted assessments. For example, where an assessor has provided feedback indicating a possible need to review an assessment task, or in response to an assessment appeal by a student - to ensure a continuous improvement approach to the review of assessment methodologies.
18. All documentation completed through validation and moderation meetings are returned to VET Faculty Head to be stored securely. CC documents findings and ensures relevant changes are made to related programs and or assessment tools.
19. VET Faculty Head updates the relevant Training and Assessment Strategy, Program and Assessment tool documents. VET Faculty Head will notify all trainers/assessors and other relevant staff of any changes to the program, assessment tools or methodologies that come out of the validation process.
20. All those who contribute to the validation/moderation process will have their staff professional development records updated, as evidence of participation in professional development activities.
21. All documentation from the validation/moderation session is retained with other training and assessment related documents (such a mapping tools) within the training program and uploaded to the server. Documentation may include:
 - Program validation and moderation
 - Program Evaluation
 - Administration of Program Evaluation
 - Review strategy for a learning program
 - Learning program competency schedule
 - Assessment strategies
 - Risk control plan
 - Learning program content and agenda
 - Clustering of units of competency
 - Clustered units
 - Nominal hours (if available)
 - Volume of Learning
 - Program, classroom, self-directed learning and work practicum hours
 - Learning outcomes for the cluster and for each unit within the cluster
 - Resources for the cluster and unit (element & performance criteria)
 - Assessment requirements
 - Foundation skills
 - Recognition
 - Recognition evidence

22. Full documentation is contained in the Training and Assessment Strategies for each program. Other supporting documents are also completed at the development stage of the Training and Assessment Strategy, which may include:
- Draft timetable
 - Trainer/Assessor matrix
 - Delivery locations

Industry Consultation

23. Conducting industry consultation is vital to ensuring that the Training and Assessment Strategy will provide learners with the necessary knowledge and skills to complete workplace tasks to the standard that is required in the workplace. Refer to the Industry Consultation Policy for further details.

Clustering Units of Competency

24. In order to meet students' needs and maximise outcomes, AAPoly develops processes and products that focus on the quality of the Training and Assessment experience.
25. Clustering is a process that can be used when developing Training and Assessment materials. It involves the development of processes and materials that meet the requirements for groups or clusters of units of competency rather than individual units for a variety of reasons, including the following:
- to meet the required competency profile of the student
 - reflect the workplace in the Training and Assessment experience
 - maximise the opportunities for holistic evidence gathering in the assessment process
 - address the co-requisite requirements of the unit of competency, and
 - to maximise efficiency of effort for the trainer/assessor and the student.

Delivery Mode

26. AAPoly does not offer more than one-third of the total course by distance and/or online learning at any one enrolment period.
27. In order to create an effective learning infrastructure, AAPoly provides a wide range of resources and facilities to the trainers as well as students. This includes but not limited to:
- Learning Management System (LMS) that facilitates upload & download of learning resources online, better communication between trainer and learners
 - Electronic and physical library and simulated learning environments.
28. Learning materials are uploaded in LMS. Students are required to go through the resources and communicate with trainers/assessors for any queries regarding the learning materials using various communication technologies inbuilt within the LMS system.
29. Students are provided a scheduled consultation time with trainer/assessor for any UoC delivered online.

Academic Staff

30. All staff involved in designing, delivering, assessing and monitoring training must read and use the strategy document relevant to the program they are delivering and

assessing. Staff use relevant Training and Assessment Strategies to inform the design, delivery and assessment of their learning programs.

31. Professional development sessions are held to inform trainers/assessors about Training and Assessment Strategies developed due to changes in Training Packages, qualifications, units of competency and learning programs. Professional development sessions also include training on unpacking Training Packages, qualifications and units of competency.
32. The Professional Development sessions ensure our trainers/assessors are up-to-date with transitioning from superseded Training Packages, qualifications and units of competency.

RESPONSIBILITIES

Trainer/Assessor - Participates in development, validation and moderation of Training and Assessment Strategies. Implements Training and Assessment Strategies and ensures they are up-to-date with transitioning from superseded Training Packages, qualifications and units of competency.

Course Coordinator – Develops, validates, moderates, updates and maintains the currency of a Training and Assessment Strategy for each learning program that meets qualification and UoC requirements, is relevant to the industry and workplace, addresses relevant business needs and provides consistent high-quality delivery and assessment to students. Ensures relevant staff are clear about how the program is to be implemented, evaluated, moderated and validated.

Faculty Head – disseminates the policy and related procedure to trainers and assessors. Oversees the implementation of the policy and procedure and suggest improvements.

FEEDBACK

Queries or feedback about this policy should be directed to the CEO through suggestionstotheceo@aapoly.edu.au. The CEO will respond to the written question or feedback within two (2) weeks from the receipt, unless an extenuating circumstance requires an immediate response or action. The feedback and subsequent outcome will be documented in the version register which will form a part of quality assurance and continuous improvement of AAPoly.

REFERENCES

Source	Document Title	Version/Date
Internal	Industry Consultation and Engagement Policy and Procedure	v2.0 060402018
External	ASQA Standards for Registered Training Organisations	2015