Training and Assessment Policy

First Aid **Australia** will develop training and assessment strategies and practices that are consistent with Training Package or VET Accredited Course requirements and facilitate learners meeting the competency requirements for the training program in which they are enrolled.

The Training and Assessment Strategy is a summary or plan of the training and assessment processes and methodologies delivered for each target group.

We understand that it is necessary to have strategies, resources and facilities for all of the training products we have on our scope of registration. Strategies are reviewed and revised as a standing agenda item at Management Meetings to reflect changes in industry needs, modifications to legislation or training packages, developments in technology, resource availability and the needs of different target groups.

Strategies will also reflect feedback from Industry with regard to their skills and vocational training needs as outlined in the Industry Engagement Policy.

Our strategies will demonstrate the following:

- how our training and assessment delivery will meet all the requirements of the training package

- the amount of training that should be provided to each learner based on evaluation of their existing skills, knowledge and experience, the method of delivery and the proportion of units or modules being delivered against the full qualification

- the trainers and assessors who will deliver the training and assessment

- the educational and support services available

- the learning resources and the facilities and equipment used to deliver the training program

Procedure

Procedure for developing Learning and Assessment Strategies

- In developing Training and Assessment Strategies the RTO Manager will ensure the following:

    – Industry bodies are consulted to identify skills and training needs

    – All training and assessment resources and equipment meet the requirements of the Training Package.

    – Where required, reasonable adjustment is included in training and assessment systems to meet individual needs

    – Training and Assessment design is informed by learner and industry feedback

    – Assessment Strategies are informed by validation and moderation activities and outcomes.

    – The Training product is current and has not been superseded and that transition arrangements to new Training Packages are implemented within the required 12 or 18 months of their publication release.

- The information as listed below will be included when developing Training and Assessment Strategies (further details can be found in the Sample Training and Assessment Strategy):

    – Qualification Description Job roles: if included in Training Package

    – Core and elective components (full qualifications)

    – Entry requirements

    – Licensing/ Regulatory Information if applicable

    – Prerequisite units if applicable

    – Target Group

    – Details of Industry Consultation Process

    – Duration of training program including a strategy to address volume of learning requirements

    – Course Schedule

    – Delivery Arrangements

    – Work Placement Arrangements if applicable

    – Assessment Strategy and Plan

    – Learning and Assessment Resources (see dot point below regarding choice of resources)

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- Infrastructure Requirements

- Trainers and Assessors

- Pathways

- Recognition

- Learner Support

- Reasonable adjustment

- Validation Processes

- Monitoring Processes

Further details will be included in the attachments as follows:

Attachment 1: Records of Industry Engagement

This provides details of the personnel from industry organisations that have provided feedback into the development of the strategy.

Attachment 2: Resource List

This provides details of learning and assessment resources at the unit level in accordance with Training Package requirements as outlined in Assessment Conditions for each unit.

Attachment 3: Staff and Trainer Matrix

This provides mapping of qualifications and industry skills at the unit level for all trainers and assessors delivering or assessing the training product.

Procedure for determining Learning and Assessment Resources

- Learning and Assessment materials will be chosen to meet identified learning requirements of the target group and method of delivery.

- Resource selection should have input from the Trainers and Assessors.

- Learning resources should be a supplement to face-to-face activities rather than a substitute for group learning.

- The following will be taken into consideration when purchasing or developing Learning and Assessment resources:

    - Clear presentation including LLN, layout and illustration

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- Variety in content leading to a variety of training and assessment activities

- Ability to customise to meet the needs of learner cohort

- Ability to customise for RTO identity: logos, badging etc

- Compatibility with audio-visual and computer-based resources

- Effectiveness as a stand-alone resource for learner home use

- Effectiveness for gathering assessment evidence

- Effectiveness for copyright administration

- Value for money

Assessment Policy

Fluid First Aid implements an assessment system that ensures that all assessments, including recognition of prior learning, complies with the assessment requirements of the relevant Training Package or VET accredited course and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Procedure

- All assessments, including RPL, will follow the requirements of the unit being assessed including appropriate resources. These will be outlined in advance in the Training and Assessment Strategy document.

- Learners will be informed prior to enrolment regarding opportunities for RPL and the process for applying.

- Where assessments are conducted through an RPL process then the RPL Policy will be applied.

- Learners will be informed prior to assessment regarding the requirements of the Training Package and the context and purpose of the assessment.

- Assessments will be customised to the general needs of the learner group and further customised to the needs of individual learners through reasonable adjustment as may be required.

- Assessment design will include a variety of assessment methods.

- Practical skills will be demonstrated through practical methodologies such as observation, teamwork case studies or third party report and will include Observation Checklists, Workplace

Checklists or photographs and videos as evidence.

- Where simulations are used as an assessment methodology these will be as closely aligned as possible with real workplace situations.

- Where teamwork exercises are used as an assessment methodology these will be further supported with evidence of individual competence.

- Learners will be notified in advance of course commencement that all assessment results are subject to appeal if any learner believes they have not been assessed fairly.

- The Assessor will make the competency outcome decision based on the evidence gathered. The evidence will be as outlined in Assessment Tool and Training and Assessment Strategy. The validity, consistency, currency, authenticity and sufficiency of the assessment material presented will be evaluated and a competency judgement made.

- The Competency decision will be recorded in the Assessment Outcome Report supported with details of the evidence assessed that enabled the judgement to be made.

- Learners will be provided with individual constructive feedback regarding the competency decision, and identified gaps in the required skills and knowledge and the reassessment process.

- Where a learner is deemed Not Yet Competent in any assessment they have a right to re-assessment at no charge. If they are still deemed to be Not Yet Competent at the end of re-assessment then any further assessment may be charged at an hourly rate.

- Assessment outcomes and information relating to assessments of individual will be governed by the Privacy Policy and confidentiality will be maintained.

- Assessment Tools should be written at the unit level in the following format:

a.   The assessment instrument itself, for example, written or verbal questionnaires, worksheet, quiz sheet, project briefing sheet, case studies, portfolios, third party reports and observation checklists.

b.   Instructions for any other trainers who may use this instrument including:

- any resource requirements such as computer access for a web search activity or workplace documents such as Policies or Procedures.

- instructions as to where and when the assessment should occur.

- any assessment conditions such as open-book, closed book, workplace observation etc., plus different contexts which may require modifications.

- what performance qualifies as satisfactory in this assessment task.

- reasonable adjustment arrangements including alternative arrangements for LLN needs, disability needs, workplace needs, RPL needs or special arrangements.

- model answers.

- how feedback is given such as individual or group oral feedback, written feedback, workplace meeting.

c.   Instructions for learners including any special clothing or equipment, W H & S issues and competency completion if relevant. All learner instructions should be checked for Plain English.

d.   Record-keeping requirements i.e. where and how competency outcomes should be recorded.

e.   Version control: This should follow the version control protocol of the RTO as per the Record Keeping Policy.

f.   Evidence of validation such as checklists, minutes of meetings, reports from external validators or reference to College validation records.

- Assessment Tools should be trialled to validate content and applicability and amended as required.

- Assessment Evidence will be kept for 6 months after graduation in line with ASQA General Direction on Assessment Evidence.

- Assessment Validation and Moderation will take place according to the Validation Policy.

- Assessors will meet at least the minimum competency requirements as per the NVR Standards and will maintain VET currency and Industry currency through a Professional Development processes.