Training & Assessment Policy and Procedure

Purpose

The purpose of the Training & Assessment Policy is to outline the approach taken by Care Training Institute to train and assess learners and ensure that training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Definitions

Training is the process of teaching a person a particular skill or type of behaviour.

Assessment is the process of evaluating a student's achievement on a course, skill or type of behaviour.

Policy

Care Training Institute is committed to providing Training and Assessment services that are quality assured and align with the requirements of the VET sector. This includes undertaking the following quality training and assessment practices:

1. Implementing a comprehensive Training and Assessment Strategy for each of the courses Care Training Institute undertakes to deliver.
2. Engaging with industry to ensure industry needs are met and graduates are ‘job ready’ upon successful completion of their course.
3. Supporting learners to meet the requirements of their course and to complete the relevant training.
4. Implementing an assessment system that meets the requirements of the training package and is conducted according to the Principles of Assessment and the Rules of Evidence.
5. Employing skilled trainers and assessors who maintain their vocational skills and competencies to the level being delivered and assessed.
6. Providing supervision of trainers who are not trainers or assessors, but work under the supervision of a trainer and do not determine assessment outcomes.
7. Ensuring that learners transitioned from superseded training products graduate with a qualification that most closely represents the current skill needs of industry.
Procedure

1. To ensure the implementation of a comprehensive Training and Assessment Strategy for each of the VET courses delivered by Care Training Institute, the General Manager and the Head of Training are responsible to ensure that:

   a) Training & Assessment Strategies are clear and they are developed for each of the courses to be delivered by Care Training Institute, prior to course delivery.

   b) Training and Assessment Strategies are consistent with advertising and marketing materials provided to prospective learners and at a minimum, include the following information:

      - The code and title of the qualification/accredited course
      - The Core and Elective units (where this relates to a full qualification)
      - The mode of delivery - how the training and assessment is to be delivered—face-to-face, online, through workplace training or a mixture of different modes
      - Any entry requirements – these may include mandatory requirements for learners commencing the program, such as qualifications that must be held or periods of industry experience
      - The duration and scheduling - how the training and assessment activities will be scheduled to ensure learners are able to fully develop the required skills and knowledge prior to being assessed.
      - The Learning resources to be used to guide learners obtain and absorb the required knowledge and skills prior to assessment
      - The Assessment resources, methods and timing for assessment and any adjustments that may be needed to cater for different learner characteristics.
      - The Human resources available to deliver the course. This ensures suitable trainers and assessors are available for all courses delivered and assessed
      - The Physical resources needed for the delivery and assessment of the course/program.

   c) Training and Assessment Strategies are validated on a regular basis and updated where necessary to ensure they are in line with changes in industry technology and techniques, legislation, the training package and the availability of resources within Care Training Institute.

   d) All trainers and assessors are provided with the Training and Assessment Strategies for the courses they are to deliver, at the time of their induction into Care Training Institute. The Head of Training and the General Manager will ensure that these are understood and followed by new and existing trainers and assessors at all times.
2. To ensure that industry needs are met and that graduates are ‘job ready’ on successful completion of their course, the General Manager and/or the Head of Training or their delegated staff members, will be responsible to:

a) Engage with industry/employers to ascertain:
   o whether the training and assessment strategies align to current methods, technology, products and performance expectations for the workplace tasks
   o whether the selection of resources, trainers and assessors are suitable for the course and the AQF level

b) Document the industry engagement activity in the form developed for this purpose, which sits in Care Training Institute’s Quality Management System.

c) Pass all industry consultation evidence on to the General Manager/Head of Training to check the recommendations made by industry and where necessary update the Training and Assessment Strategy and advise all trainers and assessors.

d) Retain all Industry Consultation evidence together with the TAS documentation in Care Training Institute’s Quality Management System for future reference.

3. To support learners meet the requirements of their course and to maximize their chance to successfully complete their training, Care Training Institute will:

a) Determine the level of support needs of individual learners prior to their enrolment in a course – by conducting a Pre-Training review.

b) Provide access to educational and support services such as providing assistive technology, additional tutorials and/or assistance in using technology as may be necessary, for the individual learner to meet the requirements of their course.

c) Provide clear information to all potential learners of any limitations to the support Care Training Institute is able to provide throughout a course.

d) Identify particular requirements such as literacy, numeracy, English language or physical capabilities learners would need so as to complete their course.

e) Develop and document support strategies where gaps are identified.

4. To meet the assessment requirements of the training package, Care Training Institute assessors will implement the following assessment systems:

a) Assessment methods and tools will be developed according to the Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity, currency)
b) When developing assessment materials, assessors will use the information from the unit elements, performance criteria and assessment requirements to determine what competence looks like.

c) For a learner to be assessed as competent they will:
   o actually undertake all required tasks identified in the elements of the unit
   o demonstrate that they are capable of performing these tasks to an acceptable level and in a variety of workplace situations, or accurately simulated workplace situations
   o demonstrate their ability to do so in different contexts and environments

This will ensure the learner has:
   o The ability to perform relevant tasks
   o The understanding of what they are doing, and why, when performing tasks
   o The ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments

d) Assessment will always be based on the performance of the individual learner. If assessment tasks are undertaken as a group, each learner will be assessed on each component of the task individually.

e) Recognition of prior learning will be conducted with the same rigor as any other form of assessment. The RPL process will use evidence from formal, non-formal and informal learning combined with assessment activities to determine competence.

f) Each training product delivered/assessed will undergo validation at least once every five years and at least 50 per cent of the training products will be validated in the first three years of this cycle.

g) Validation of certain training products may be undertaken more often where specific risks have been identified, for example, if industry consultation identifies areas of particular risk.

h) Validation of assessment judgments will be conducted by sampling 10% of the student marked assessments for a specific unit of competency to determine if there is consistency in the judgments made by different Care Training Institute assessors.

5. Care Training Institute will only employ skilled trainers and assessors who will have:
   o TAE40110 Certificate IV in Training and Assessment qualification or its successor OR
   o A diploma or higher level qualification in adult education.
   o vocational competencies at least to the level being delivered and assessed;
   o current industry skills directly relevant to the training and assessment being provided; and
current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgment, working alongside the trainer and/or assessor to conduct the assessment.

Care Training Institute will also ensure that:

- all trainers and assessors undertake professional development in their field of vocational knowledge and expertise, as well as in the Vocational Education and Training (VET) field which involves competency based training and assessment.

6. Trainers, who are not qualified trainers or assessors, will work under the supervision of a qualified trainer and will not determine assessment outcomes.

7. To ensure the smooth transition from superseded training products, so that learners can graduate with a qualification that most closely represents the current skill needs of industry, Care Training Institute will ensure that this is managed with accuracy, reliability, validity and in a timely manner - For further details refer to the “Transition of Training Products” Policy and Procedure.

Persons affected by this policy
- Chief Executive Officer
- General Manager
- Head of Training
- Administration Staff
- Trainers/Assessors
- Other Stakeholders

Relevant documents and forms
- Industry Engagement Policy & Procedure
- Validation Policy & Procedure
- Transition of Training Products Policy and Procedure
- Validation Schedule
- Trainer Assessor Profile Template
- Trainer Assessor Competence and VET Currency Log
- Trainer Assessor Industry Currency Log

Relevant Standards

Standards for RTOs 2015 – Standard 1 Clauses 1.1 – 1.27