



Training and Assessment Strategy Review Policy and Procedure

Purpose

The purpose of this policy and procedure is to outline the approach taken by United Colleges of Australia (UCA) to deliver high quality training and assessment to its students.

This policy aligns closely to Standard 1 from the Standards for RTOs (SRTO 2015). It ensures the strategies and practices used in relation to the training and assessment are responsive to industry and student needs and meet the requirements of the qualifications of the courses provided.

Policy

United Colleges of Australia will ensure that the Training and Assessment Strategy (TAS) meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective and systematic consultation with industry experts.

UCA Training and Assessment Strategies (TAS) will include:

- Core and Elective units as per training package rules
- Mode of delivery and location of delivery
- Facilities, physical resources and teaching resources
- Assessment methods including timing
- Trainers' and Assessors' VET competency
- Training package requirements
- Identifying the learner's needs
- Target cohorts
- Entry requirement including any prerequisites
- Learning pathways
- Learning and Employability/Foundation Skills outcome
- Monitoring and review of Training and Assessment strategies,
- Volume of learning
- Industry engagement
- Learner support for training products and academic support
- Assessment adjustments

UCA ensures that all TAS are consistent between the documentation and the training package requirement. Training and assessment will be consistent with the marketing material and the training product advertisement. Training and assessment will be consistent with the evidence gathered mentioned in training and assessment and actual assessment tools.

All UCA Training and Assessment Strategies clearly identify the training product and the strategy related. The course code and full title are included to ensure this is clearly identifiable in training and assessment as well as in assessment tools.



UCA effectively engages with industry on each course it develops and/or delivers and uses industry feedback and input (Industry Consultation Form) to contribute to the way in which a Course is delivered and structured. Industry consultation includes feedback on choosing electives and feedback on trainer/assessor industry experience.

Procedure

Training and Assessment Strategies are formally developed for each training product according to individual learner cohorts that are delivered and assessed across all areas of the operational scope of UCA. UCA Training and Assessment Strategies provide sufficient information to guide trainers and assessors and ensure that learners receive training and assessment that meet their needs as well as current industry requirements.

These strategies:

- Are developed in consultation with industry stakeholders and validated through internal and external review processes
- Are clearly documented and recorded the industry engagement
- Identify the relevant target groups and specify the resources (human and physical) that will meet the requirements of the relevant training package or accredited course
- Describe a delivery program (units, prerequisites, scheduling etc.) that meets all requirements of the training package or accredited course
- Include processes to be used for monitoring and review
- Include assessment method and assessment tool details

UCA Strategy describes the training products and includes:

- The mode of delivery to be used by UCA
- The learning approach or style used to suit the identified needs of learners
- How the learner needs will be met (for example, reasonable adjustments in assessment)
- How Recognition of Prior Learning (RPL) will be provided to participants
- Advice to assessors about how assessment will be conducted. The training and assessment strategies should accurately describe the assessment methods that relate to the tools used
- Academic and LLN support
- The training and assessment materials that will be used
- The facilities and equipment that will need to be available or accessed, including industry related equipment
- Employability/Foundation skills and Training Product/Unit learning outcomes

A strategy should not indicate the characteristics specific to a workplace or to a learner that need to be accommodated in assessment.



Trainers:

- Access the current Training and Assessment Strategy for each training product from the UCA Google resource library folder
- Consult with stakeholders (employers, industry personnel) to identify any special workplace requirements and make adjustments to meet student/contextual needs
- Conduct training and assessment that is consistent with the relevant TAS and learning program requirements,
- Consult with the trainer/assessor or other stakeholders after each term to confirm amendments or adjustments to UCA's training and assessment strategies
- Provide feedback on any changes that could be made to improve the program delivery and assessment outcomes,
- Internal pre assessment validation
- Industry engagement
- Post- Validation Assessment schedule
- Update the training and assessment strategies if the training product is superseded within the transition period

Review requirements of Course

- Review the Training Package to identify the needs of the Course delivery
- Identify target market needs by conducting research, speaking to potential students and industry representatives
- Consider elective options in line with requirements
- Determine options for training delivery models. Consider AQF level, unit requirements, facility and equipment requirements, skills and knowledge to be covered, class-based, workplace-based, distance, online
- Determine suitable length of course and structure based on the above information.
- Decide whether units/modules will be clustered
- Source options for training materials, ensuring suitability for proposed delivery model/s
- Source options for assessment materials, ensuring suitability for proposed delivery model/s
- Consider the requirements of the ASQA Fact Sheet: *Delivering elective units* available at <http://www.asqa.gov.au/media-and-publications/delivering-elective-units.html>

Consult with industry representatives

- Locate industry representatives such as current employers, industry groups, professional associations, willing to provide input
- Provide the industry representatives with the overview of the course prepared earlier
- Provide example training and assessment materials where available



- Develop a range of questions for industry representatives to gather feedback on the course design, including; delivery structure, unit selection, proposed delivery methods, training and assessment materials
- Ask about current performance expectations of job roles, technology requirements, workplace methods used
- If there are any areas of uncertainty about the course design, include this in the questionnaire
- Gather feedback from a number of industry representatives
- Feedback may be provided verbally but needs to be documented in detail

Additional industry engagement strategies

- Use feedback received from industry contacts
- Engage with industry associations on a regular basis
- Subscribe to updates from relevant industry skills councils and quality authorities circulating these to relevant staff via email.

All feedback received as part of the industry consultation needs to be documented and incorporated in the Training and Assessment Strategies for each qualification as part of the continuous improvement process.

Act upon and record industry consultation

- Review feedback collected from industry representatives and decide on actions to be taken.
- Record the details of the feedback received and the changes made based on the feedback on the Industry Consultation Register
- The relevant TAS should be updated to reflect the industry consultation process, the feedback received and how the feedback has informed the development of the course

Prepare a Training and Assessment Strategy (TAS)

- Prepare a TAS using the TAS template
- Each section of the TAS should be completed in detail
- The TAS should be a roadmap for the course. Sufficient details and specifications should be provided so that anyone who reads it can pick up the TAS and know exactly how the course is to be run.
- Where there are different delivery methods for the same course, each model should be described in detail, differentiating between different delivery models
- A description of the industry consultation process should be included in the TAS along with:
 - details of the industry representatives engaged in the consultation
 - how the industry feedback was used to shape the course
- Record review due date in the TAS.



- TAS should be approved by the Principle Executive Officer

Review and maintain Training and Assessment Strategies

- TAS's should be reviewed at least annually
- When reviewing, consider changes to delivery, units or modules, legislation, equipment, facilities and update accordingly
- Act on feedback collected during Course delivery and describe how this feedback has been used to improve or develop the Course

Ensure appropriate facilities

- Determine the facilities required for each course. These should be listed in the TAS.
- The Training Package, Accredited Course, unit, module and/or industry may provide guidance on the facilities required
- Ensure UCA has access to the required facilities for the student numbers for each Course
- New facilities should be assessed using the *Delivery Site Inspection Checklist*
- Consider the requirements of the ASQA Fact Sheet: *Health and Safety requirements for educational purposes* available at: <http://www.asqa.gov.au/media-and-publications/health-and-safety-requirements-for-educational-premises.html>

Ensure appropriate equipment

- For each course, determine the equipment required to deliver the course. These should be listed in the TAS
- The Training Package, VET Accredited Course, unit, module and/or industry may provide guidance on the equipment required
- Ensure UCA has access to the required equipment for the student numbers for each Course, ensuring these are available at the facilities in which training will occur.

Learning materials

- United Colleges of Australia UCA has suitable learning materials for each unit, module or cluster in each Course. This may include learner guides, textbooks, online materials, session plans, handouts or other (suitable for the delivery method to be used).
- Upon the development of new Courses, ensure learning materials suit the delivery model. Consider the delivery model – class-based, workplace based, distance, online etc. Are the materials written to suit this method?
- Ensure learning materials cover the required skills and knowledge of each unit/module/cluster by matching to unit requirements.
- Adjust materials if required to ensure suitability or develop supplementary materials where required.
- Learning materials to be used in each Course should be recorded in the TAS.



- Learning materials should be updated and reviewed on a regular basis based on feedback received from students, trainers and industry. Also in light of any Training Package or VET Accredited Course changes.

Assessment materials

- UCA has valid and suitable assessment materials for each unit, module or cluster in each Course. This includes:
 - Set assessment tasks with clear guidelines to the student
 - Marking guides for the assessor with clear instructions and benchmark answers
 - Mapping showing how tasks relate to the unit of competency or module requirements
 - Appropriate (recording) tools to record observations, feedback, outcomes and decision-making rules used
- Upon the development of new Courses, ensure assessment materials are valid and appropriate for the delivery model using the *Assessment Quality Review Checklist*. Consider the delivery model and how the assessments will be used – will the students be in class, in the workplace, completing them by distance, online etc. Are the materials written to suit this method?
- Adjust assessment materials if required to ensure suitability
- Record assessment materials to be used in each Course in the TAS.
- Assessment materials should be updated and reviewed on a regular basis based on feedback received from students, assessors, validation outcomes and industry, and also in light of any Training Package or VET Accredited Course changes.
- Consider the requirements of the ASQA Fact Sheet: *Using third-party evidence to assess competence* available at: <http://www.asqa.gov.au/media-and-publications/using-third-party-evidence-to-assess-competence.html>

Simulated workplace environments

- Simulated workplace environments used in class should be set up to accurately to reflect an authentic working environment as much as possible
- Information on how this is to be set up should be outlined in the TAS
- Simulated environments should be used during training ensuring students have the opportunity to practice skills used in the workplace using appropriate facilities and equipment
- Assessments may occur in a simulated environment where outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course

Assessing individual needs

- Enrolment Forms are to be reviewed to identify if the student requires any additional support



- Individual needs may also be identified verbally during initial enquiry, entry interviews or other
- Where individual support needs have been identified, refer to the Principle Executive Officer or Trainer
- The Principle Executive Officer or Trainer will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment. This may be an English language course, employment support, lower level or more suitable qualifications delivered by other providers
- A student may not be offered a place for enrolment if the RTO is not able to support the student in the course.

Language, literacy and numeracy assessments (domestic students only)

- Students will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered.
- There is a different LLN assessment for each course
- The trainer/assessor should use the *LLN Marking Guide* to assess the test.
- The outcome will be used to identify the current level of LLN skills the student has and the support required for the course. An individual support plan may be developed to outline the support required for the student.

Individual Support Plans

- For students that have had individual support requirements identified, an Individual Support Plan will be developed. This will outline the strategies used to provide the student with additional support over and above what is normally offered in the course.
- This may include:
 - Additional one-to-one support from the trainer/assessor
 - Assigning a mentor/coach who is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor
 - Adjustments to the way training resources are accessed or provided
 - Adjustments to the way assessments are conducted or extra time for assessments.
 - Linking with additional resources in the community

Ongoing support

- Provide ongoing support services to students as required and as per services indicated at orientation
- Update details of support staff if contact details change



CEO Responsibility:

- Ensure the trainer induction process includes a focus on interpretation of the Training Package requirements and the customisation of these requirements to meet specific learner needs
- Ensure that training and assessment strategies apply the volume of learning as per AQF guidelines
- Check that all requirements outlined in SRTO's – Clause 1.1-1.6 of this document have been addressed
- Monitor & Review the implementation of training and assessment to ensure consistency with training package specifications and UCA's documented strategies
- Ensure that the development of training and assessment strategies are in collaboration with industry and other stakeholders
- Ensure that training and assessment strategies with a prolonged delivery period are reviewed at appropriate intervals to reflect consistency with changes to the training package, resourcing, delivery and assessment arrangements
- Review the process annually for developing training and assessment strategies with stakeholders, documentation format and content and offer (?)opportunities for internal collaboration and discussion
- Update the training and assessment strategy after the review period expires or there are any changes in the training package
- Ensure that all trainers and assessor fulfil the training product requirements and have Certificate IV in Training and Assessment from TAE10 training package
- Follow-up on the transition of training and assessment strategy after updates or after updates from superseded training products
- Ensure that training and assessment strategies for each training product are fulfilling the standards and needs of industry and are actively engaged with the industry during the development of training and assessment and assessment tools
- Ensure that pre-validation and post-validation is completed and a schedule for post validation is in place
- Ensure that the trainer and assessor possess current industry skills

Definitions:

UCA:	United Colleges of Australia Pty Ltd as the trustee for UCA Unit Trust, Trading as United Colleges of Australia
CRICOS:	Commonwealth Register of Institutions and Courses for Overseas Students
DHA:	Department of Home Affairs
ESOS Act:	Education Services for Overseas Students Act 2000



Overseas Student:	A person holding an Australian Student Visa, enrolled in a CRICOS registered, onshore course
ESOS National Code:	National Code of Practice for Providers of Education and Training to Overseas Students 2018
Course:	Program of Education or Training defined as a course in the ESOS Act
SRTO:	Standards for Registered Training Organisations 2015
NVETR Act:	National Vocational Education and Training Regulator Act 2011
ASQA:	Australian Skills Quality Authority
RPL:	Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit.
Training and Assessment Strategy:	Guides and structures the delivery and assessment of a VET unit
Training Package:	A set of skills, standards or qualifications used to assess skills and knowledge required in the workplace
Core Units:	Compulsory units that must be completed to gain the qualification
Elective Units:	A unit which counts towards the qualification but isn't compulsory
Industry Consultation:	Discussion with a member of the industry to receive feedback
Stakeholders:	An entity with an interest in the business
LLN:	Language, literacy and numeracy
Assessment Validation:	A process where assessors evaluate and compare to relevant standards
AQF:	Australian Qualifications Framework
Accredited Course:	A course that has been assessed by the accrediting body (ASQA) and has also been recognised as compliant



Document Control

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