Training and Assessment Strategy

The training and assessment strategy outlines the approach of, and methods adopted by, ANT College in the delivery of training and the collection of assessment evidence at a macro-level. The strategy provides a top-down perspective of the course and the training and assessment strategies to be applied. The training and assessment strategy is a working document and is to be reviewed and revised from time to time and ANT College will develop and maintain a strategy for each training program we offer to take into account changes in industry technology and techniques, legislation and the training package itself, as well as the availability of resources to our RTO.

The training and assessment strategy is to be read in conjunction with the supporting training and assessment documentation and resources such as the learning resources, industry regulations (where applicable), the assessment mapping document, the assessment tool, and the assessor guide.

General Training and Assessment Principles

In accordance with Clauses 1.1 to 1.4 of the Standards for RTOs 2015, our training and assessment strategies will include (but not limited to) the following:

- Training and assessment strategies and practices, including the amount of training we provide are consistent with the requirements of the respective training package and VET accredited course and taking into consideration:
    - The learner's existing skills, knowledge and experience;
    - 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.
- Training and assessment strategies and practices which enables each learner to meet the requirements for each unit of competency or module in which they are enrolled in.
- Information about the target learner, such as:
    - Their educational and working background; and
    - Their existing skills and knowledge.

    This information should align to the entry, pre-requisite and core skills requirements of the course.

- Information about the training program clearly detailed in the training and assessment strategy, including, but not limited to:
  - Qualification code and title;
  - Training package information;
  - Location of the training program;
  - Mode of delivery;
  - Duration of the training program (including the contact time and breaks, where applicable);
  - Units of competency or modules and its sequencing;
  - Volume of learning;
  - Pre-requisite and core skills requirements;
  - Licensing, legislative, regulatory or certification considerations (if any);
  - Names of the Trainers and Assessors delivering the training program (to ensure sufficiency and clarity), including their vocational qualifications and relevant work experience requirements – where a third-party is delivering any training or assessment for the training product, it should be clearly stipulated and explained. Where an Assessor does not hold the required training and assessment competence, but is a recognised industry expert, we will put appropriate supervision arrangements in place to support the gathering of valid evidence. Refer to our Third-Party Arrangements policy for further guidance on this;
  - Trainer to student ratio;
  - Information and characteristics about the learner cohort(s);
  - Qualification and training program information;
  - Educational and support services to meet the needs of the learner cohort(s);
  - Learning and assessment resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of the location or mode of delivery;
  - Resources – whether physical and virtual facilities and equipment (ensuring they are sufficient and adequate to accommodate and support the number of learners undertaking the training program);
  - Outline of the learning sessions and assessment activities;

- Assessment process and methods, including providing feedback and the recording of assessment outcomes;
- Re-assessment and appeals information;
- Assessment validation process;
- Student completion, progress and attendance information;
- Industry consultation information;
- Continuous improvement process; and
- Suitable adjustments in the delivery of training and assessment for learner's individual needs.

In accordance with Clause 2.2 of the Standards for RTOs 2015, ANT College will also develop and implement monitoring strategies and processes to ensure ongoing compliance with Standard 1, and systematically evaluate and use the outcomes of evaluations to inform our future training and assessment practices. Refer to the monitoring and evaluating of training and assessment strategy below for more information.

Responsibilities

The CEO, together with the Trainers and Assessors are responsible in developing and approving each training and assessment strategy developed and co-ordinate all development and industry consultation activities. The CEO is also responsible in conducting the industry consultation to inform our training and assessment strategies and in developing a suitable training and assessment strategy for our learners.

Training Program Development

In developing the training program for compliance and fit-for-use purposes, the Trainer and Assessor is to ensure:

- The chosen training product has not been superseded and is suited to our needs and aims.
- To understand the requirements of the training product such as:
  - The entry requirements (if any);
  - The packaging rules;
  - Resources required; and
  - The qualification mapping information (if any).

- Logical and complete industry consultation is undertaken to enable us to develop an industry-relevant training program that captures:
  - The industry needs, concerns and skill shortages
  - What they are looking for in the graduates
  - Currency of Trainer and Assessor's vocational qualifications and work experience
  - Validation of training and assessment resources and strategies
  - Technology used by the industry
  - Current practices of the particular roles (job outcomes of the training product)
  - Future of the industry
- The elective units within a qualification, skill set or accredited short course or module is chosen based on the outcomes of our industry consultation activities.
- The sequencing and organisation of the training and assessment is logical and meets any training package and industry requirements.
- The delivery method selected is suitable to the requirements of the training product – for example, it is not suitable to deliver training and assessment for a Certificate III in Individual Support program online as there are aspects of the training and assessment which requires the learner to be completing practical activities in a community services workplace setting. Feedback is to be obtained from industry contacts, as well as a review of the unit of competency – Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions and any licensing or regulatory rules is to be undertaken to confirm the suitability of a delivery method.
- The duration is adequate in delivering high quality learning and assessment sessions, taking into account the number of units of competency in the program, how much learning is involved, how much time the assessment activities will take, as well as work-based training requirements (where applicable). A guide which can be used is the expected volume of learning published for each qualification in the Australian Qualifications Framework:
  - Certificate I program – 6 months to 1 year
  - Certificate II program – 6 months to 1 year
  - Certificate III program – 1 to 2 years
  - Certificate IV program – 6 months to 2 years
  - Diploma program – 1 to 2 years
  - Advanced Diploma program – 1.5 to 2 years

Feedback from industry contacts, as well as feedback from Trainers and Assessors already delivering the training program we are developing is to be sought to confirm the suitability of the amount of training.

- Where the amount of training to be delivered is of a shorter duration than the expected volume of learning listed above, all research, industry consultation and reports prepared to explain why the volume of learning is shorter than the expected hours are to be clearly documented and saved.
- The assessment process and strategies are compliant to the Standards and meets all of the training package requirements. The assessment methods are to be validated by as suitable by the industry contacts. Refer to the assessment strategy below for more detailed information.
- Monitoring and evaluation systems are in place to enable effective review of the training and assessment strategy, ensuring that it continues to meet industry requirements. Refer to the monitoring and evaluating of training and assessment strategy below for more detailed information.
- The developed training and assessment strategy for the training program is approved by the CEO and all research and industry engagement records to support the developed training and assessment strategy is saved in the training program folder.

Assessment Strategy

The assessment strategy is an essential component of the development of the training program as it defines how evidence will be gathered from the learners and demonstrate how the assessment activities will meet the training package requirements, meet the rules of evidence, and be conducted in accordance with the principles of assessment.

In accordance with Clauses 1.8 to 1.12, ANT College will apply a best practise approach as follows:
- Our assessment system complies with the assessment requirements of the relevant training package or VET accredited course.
- Assessment is conducted in accordance with the principles of assessment.
- Evidence gathered meets the rules of evidence.
- Evidence is gathered over a period of time in a logical manner involving a number of assessments, rather than collecting assessment evidence all at once.

- Use a range of assessment methods to rigorously assess a candidate's ability to meet the performance and knowledge evidence as outlined in the relevant unit of competency and contextualised to the target industry's requirements.

- Gather evidence based on a candidate's ability to perform in a real or simulated work environment, ensuring the activities realistically reflect the way tasks are completed in the workplace.

- Implement assessment validation practices to ensure the assessment strategies, resources and tools are continuously reviewed for improvement and remain industry-relevant. Validation methods include assessment moderation exercises between Assessors to promote consistent judgements and interpretation of evidence, and the internal audit of assessment strategies. This is to take place before the issuing of the student outcomes to ensure the same decisions are applied to all assessment results within the same unit of competency.

- Clearly outline the arrangements we have in place to assess RPL applications.

- Identify appropriate assessment methods to gather the required evidence from the candidate. The choice of assessment methods will be informed by a range of factors including the evidence guide requirements in the relevant unit of competency, appropriate to the context, the assessment guidelines in the applicable training package, the scope and nature of the skills and knowledge being assessed, as well as reflecting the learner and industry needs. Assessment methods may include – knowledge questions, role plays or demonstration of workplace tasks, direct observation of workplace tasks being performed, project work, work placements, a review of the candidate's portfolio.

- Undertake accurate assessment mapping exercises to ensure each assessment activity maps to the requirements in the unit of competency. The assessment mapping document will confirm what evidence is to be collected in order for the candidate to meet all of the requirements in the unit of competency. The exercise will also demonstrate if there are any requirements not met or if there is an overlap in assessment which provides the opportunity to combine or cluster activities or questions to create efficiencies in the assessment process.

- Ensure all resources, whether physical or virtual are available and accessible for the candidate, such as:
  - Suitable environment to support candidate performance
  - Appropriate evidence gathering tools, activities and instructions
  - Workplace specific materials, resources and equipment

- Simulated workplace documents

- Workplace venue

- The process for assessment is clearly detailed in the strategy document and also advised to the learner in the Student Handbook:

    - Prepare for the assessment

    - Prepare the candidate and ensure they are ready prior to the assessment activity taking place

    - Plan and prepare the evidence-gathering process

    - Collect the assessment evidence and make an assessment judgement

    - Provide feedback on the submission

    - Record and report the result

    - Review the assessment process

    - Participate in the re-assessment and appeals process (if applicable)

- Assessment instructions to the Trainer and Assessor, and the learner is clearly documented in the assessment instructions and the assessment tool.

- Assessment decisions are justified, based on the evidence of performance of the individual learner. Validity requires assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.

- Use units of competency drawn from nationally endorsed training packages as the primary benchmark for assessment when making assessment decisions.

Context of Assessment

Assessment practice is not something that can be considered in isolation. The learners, the Trainers and Assessors, the industry, and the training package, amongst some of the factors which influences how assessment is designed, delivered, received and regarded. ANT College recognises the importance of establishing the right context for candidates for their assessments. The assessment context may be considered the key to understanding assessment in action.

It is important to ensure that in establishing context of assessment, the transferability of the unit of competency is not affected. It is our responsibility to ensure that candidates are provided with the right context to undertake their assessment activities with the following strategies:

- Incorporation of workplace policies and procedures into the assessment scenario or activity

- Have the candidate perform real workplace tasks (where possible)

- The integration of relevant industry codes of practice into the assessment activity

- The incorporation of licensing, certification or legislative requirements (where applicable)

- Tailoring the program outcomes to meet the organisational training needs without compromising the training package requirements

- Develop assessment activities which will require the candidate to conduct specific research relating to industry situations and occurrences (where applicable)

- Provide a realistic simulated workplace

Principles of Assessment

In the delivery of assessment services, ANT College applies the principles of assessment:

- **Fairness** – our assessment approach incorporates the candidate's needs in assessment. We do this through making reasonable adjustments where appropriate and provide clear communication with the candidate to ensure they are fully informed about the assessment objectives, the assessment process, the re-assessment opportunity, and the appeals policy.

- **Flexibility** – we strive to provide assessment opportunities that reflect a candidate's needs by reflecting on the candidate's needs, assessing competencies held by the candidate no matter how or where they have been acquired, and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements and the candidate themselves.

- **Validity** – we ensure that any assessment decision is justified, based on the evidence of performance of the candidate. We conduct assessment against the units of competency and the associated assessment requirements which covers the broad range of skills and knowledge that are essential to competent performance, knowledge and skills integrated with their practical application, based on evidence that demonstrates a candidate can demonstrate these skills and knowledge in other similar situations, and judgement of competence is based on evidence of candidate performance aligned to the units of competency and associated assessment requirements.

- **Reliability** – we seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the candidate and for the Assessors. We achieve this by using Assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported

by model answers to guide Assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our Assessors.

Rules of Evidence

In collecting evidence, ANT College applies the rules of evidence to inform the assessment strategy:

- **Validity** – the Assessor is to ensure that the learner has the skills, knowledge and attributes as described in the module or unit of competency and the associated assessment requirements. we collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the candidate performing the tasks relevant to the unit of competency or the collection of a completed workplace product. Assessment evidence that is purely academic in nature, such as written knowledge tests, should be given a lesser priority to the collection of evidence that relates directly to the candidate performing the tasks indicative to the unit of competency, such as role plays or simulated workplace activities.

- **Sufficiency** – the Assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency. We ensure the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

- **Authenticity** – the Assessor is assured that the evidence presented for assessment is the learner's own work. To support this, the learner is to sign a declaration confirming that:
    - The work is their own and they have not copied any part of it from any other source, except where due acknowledgement is made;
    - That they have not previously submitted the work for any other course or unit; and
    - No part of the assessment has been written or completed by another person.

    ANT College also checks the learner's work through Quetext for originality and to detect any plagiarism.

- **Currency** – the Assessor is assured that the assessment evidence demonstrates current competency, which requires evidence to be from the present or the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications

where a candidate has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, Assessors must validate the currency of a candidate's knowledge and skills.

Assessment Tools

At ANT College, our assessment activities are to be supported by clear assessment instructions and information that will provide for a reliable assessment process across our operations. The assigned Trainers and Assessors are to prepare suitable assessment information and instructions and are to gain approval from the CEO for the use of the assessment resources and tools.

Assessment tools are used to gather evidence about a candidate's competence. We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of the training packages. It is important that in our development process we ensure the assessment tools reflect the needs of our clients, the industry and of any licensing, certification or legislative requirements that may apply.

Each assessment tool should contain clear and concise information to draw out a response from a candidate, such as:

- Instructions to set the framework for the activity.
- The expected outcomes of the assessment should also be included in the instructions and it is critical that they are aligned with the candidate's preparation during their training or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study, or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Refer to the AQF guide for more information on the various AQF levels and their requirements.
- Industry information such as codes of practice, policies and procedures, legislation and regulations.

It is crucial for ANT College to retain completed assessment tools in accordance with our Record Keeping and Access policy.

Re-assessment

Learners who are assessed as 'not yet competent' will be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training.

It is a policy of ANT College to provide learners with **two opportunities** for additional training and re-assessment at no additional cost to the learner or the employer. Learners who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Refer to the current Fees and Charges schedule on our website for more information.

Learners requiring additional learning support is to be brought to the attention of the management team so that the progress of the learner can be monitored closely and additional support services can be applied. Where learners repeatedly do not demonstrate competence following significant learning and assessment support, a learner's enrolment can be determined through mutual agreement.

Should learners wish to appeal an assessment decision made on an assessment, the learner must make the appeal in writing and specify the particulars of the decision. This can be done by completing our *Appeals Form.* The appeal must be lodged to ANT College within **20 business days** of the learner being informed of the assessment decision. You may refer to our Complaints and Appeals policy for more information about our appeals process.

Monitoring and Evaluating of Training and Assessment Strategies

It is crucial for ANT College to have a systematic process in place to monitor and evaluate each training and assessment strategy we have in place, once a quarter – this would give the Trainer and Assessor a term to evaluate what is working, what requires improvement on, what is lacking, and what needs to be adjusted.

ANT College aims to:
- Collect feedback (formally and informally) from learners and employer clients about the training program at the end of each term, and also at the end of the training program;
- Conduct internal audits by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies;

- Validate tools and resources by the industry;

- Moderate between Trainers and Assessors to seek out and agree on strategies to improve the services to learners and employer clients;

- Engage with employer clients and the industry to determine if our training programs are delivering the knowledge and skills required; and

- Consult with the industry to confirm that the qualifications, knowledge and skills of our Trainers and Assessors are still relevant and current.

Assessment Procedure

1. **Prepare for assessment** – the Assessor is to:
   - establish the context and purpose of the evidence to be collected;
   - identify and analyse the units of competency, training package and ANT College assessment strategy to identify the evidence requirements;
   - review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence;
   - establish a plan and organise the resources and equipment for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision; and
   - coordinate and brief everyone involved in the evidence-gathering process.

2. **Prepare the candidate** – the Assessor meets with the student to:
   - explain the context and purpose of the assessment and the assessment process;
   - explain the evidence to be collected;
   - outline the preparation the student should undertake, and answer any questions;
   - assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
   - seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
   - determine if the student is ready for assessment.

3. **Collect the evidence and make the assessment judgement** – the Assessor must:
   - establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility;
   - collect appropriate evidence;

- make any allowable adjustments to the assessment procedure without compromising the integrity of the competencies;

- evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; and

- record details of evidence collected and make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

4. **Provide feedback** – the Assessor must provide feedback to the student regarding their assessment submission within **10 business days**. This includes providing the student with:

- clear and constructive feedback on the assessment decision;

- information on ways of overcoming any identified gaps in competency revealed by the assessment;

- the opportunity to discuss the assessment process and outcome; and

- information on reassessment and the appeals processes (if applicable).

5. **Record and report on the outcome** – the Assessor must:

- record the assessment outcome according to the policies and procedures of ANT College;

- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of ANT College; and

- maintain the confidentiality of the assessment outcome.

6. **Review the assessment strategies and process** – on completion of the assessment process, the Assessor must:

- review the assessment process;

- report on the positive and negative features of the assessment to those responsible for the assessment procedures; and

- where necessary, suggest to ANT College's management ways of improving the assessment procedures through Continuous Improvement or by providing input at the next scheduled management meeting or assessment validation session.

7. **Participate in the re-assessment and appeals process** – the Assessor must:

- review the assessment process;

- report on the positive and negative features of the assessment to those responsible for the assessment procedures; and

- where necessary, suggest to ANT College's management ways of improving the assessment procedures through Continuous Improvement or by providing input at the next scheduled management meeting or assessment validation session.

Assessment Process Flow-Chart

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┌─────────────────────┐
│  Assessor prepares  │
│  for assessment     │
└─────────┬───────────┘
          │
          ▼
┌─────────────────────┐
│  Assessor prepares  │
│  student for        │
│  assessment         │
└─────────┬───────────┘
          │
          ▼
┌─────────────────────┐
│  Student undertakes │
│  assessment within  │
│  given timeframe    │
└─────────┬───────────┘
          │
          ▼
┌─────────────────────┐
│  Assessor collects  │
│  assessment evidence│
│  and makes a        │
│  judgement          │
└─────────┬───────────┘
          │
          ▼
┌─────────────────────┐
│  Assessor provides  │
│  student with       │
│  assessment outcome │
│  and feedback within│
│  10 business days   │
└─────────────────────┘
```

Decision: **Is student competent?**

- Y → Assessor reports assessment result
- N → Assessor advises student of re-assessment and appeals process → Student appeals decision or undertakes re-assessment → **Is student competent?**
  - Y → Assessor reports assessment result
  - N → Assessor reports assessment result