

Training and Assessment Policy and Procedure

The Learning Professionals

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Training and Assessment Policy and Procedure

1. POLICY STATEMENT

The purpose of this policy is to ensure that valid, fair, flexible, and reliable training and assessment strategies are central practices and industry informs future development of The Learning Professionals course delivery.

This policy describes the principles and practices that underpin effective learning and training, including assessment at The Learning Professionals. These principles integrate both training methods and learning outcomes, providing better access for individuals develop their lifelong learning and preferred learning pathway.

This policy is made available to all stakeholders on The Learning Professionals website.

2. SCOPE

The Training and Assessment policy applies to trainers/assessors and all students enrolled in and studying at The Learning Professionals.

3. DEPARTMENTS AFFECTED

This Policy applies to Management, Compliance and Training Departments.

4. RESPONSIBILITY, ADHERENCE AND ENFORCEMENT

The CEO is responsible for this policy ensuring staff, third parties, authorised education agents and students are aware of The Learning Professionals training and assessment policy and procedure.

The RTO Manager is responsible for the implementation of this policy.

The whole staff are responsible for the application of this policy.

5. DEFINITIONS

Course	A vocational qualification offered by The Learning Professionals
Kahoot	Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.
Zoom	a proprietary video teleconferencing software program developed by Zoom Video Communications
MS Teams	a proprietary business communication platform developed by Microsoft, as part of the Microsoft 365 family of products

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6. TRAINING AND ASSESSMENT STRATEGIES

6.1 General requirements

- 6.1.1 The Learning Professionals Training and Assessment Strategies (TAS) provide the framework for all course delivery via The Learning Professionals Staff and approved third party providers.
- 6.1.2 The Training and Assessment Strategies outline the approaches to learning and training and express The Learning Professionals commitment to producing effective and relevant learning opportunities and experiences through the development of current programs and services that are aligned with The Learning Professionals strategic education and training direction.
- 6.1.3 The Learning Professionals systematically monitors all training and assessment strategies and practices to ensure ongoing compliance and systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices.
- 6.1.4 Evaluation information includes but is not limited to:
- quality/performance indicator data collected
 - validation outcomes
 - client, trainer, and assessor feedback and
 - complaints and appeals
- 6.1.5 The Learning Professionals has sufficient strategies and resources to systematically monitor any services delivered on its behalf and uses these to ensure that the services delivered comply with these Standards at all times.

6.2 Volume of learning

- 6.2.1 The volume of learning provided by The Learning Professionals is one component of that determines the complexity of a qualification. It is used to determine the depth and breadth of the learning outcomes of qualification. The volume of learning identifies the notional duration (hours) and equivalent full-time years or part thereof, of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. The volume of learning allocated in the design of a qualification may vary depending upon:
- the level of the previous qualification required for entry
 - whether the purpose of the qualification is for deepening or broadening of knowledge and skills, or
 - whether the qualification leads to professional outcomes or is generalist in purpose.
- 6.2.2 It would be usual for a greater volume of learning to be allocated to qualifications designed to:
- build on a previous qualification in a different discipline regardless of the level of the previous qualification
 - build on a qualification from any lower level, or
 - require workplace, clinical or professional practice
- 6.2.3 Qualifications in the same discipline designed to deepen existing knowledge and skills and / or which specify higher level entry requirement are likely to require a lesser volume of learning to achieve the learning outcomes. If credit - such as through articulation arrangements - contributes to the volume of learning, the learning outcomes for the qualification must be achievable despite the reduced volume of learning:

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Certificate I	Certificate II	Certificate III*	Certificate IV^	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
6 months – 1 years	6 months – 1 years	1 year – 2 years	6 months – 2 years	1 year – 2 years	1 1/2 year – 2 years	06 months – 1 years	1 year – 2 years
600 hours – 1200 hours	600 hours – 1200 hours	1200 hours – 2400 hours	600 hours – 2400 hours	1200 hours – 2400 hours	1800 hours – 2400 hours	600 hours – 1200 hours	1200 hours – 2400 hours

* Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.

^ Certificate IV qualifications are often either:

- shorter-duration specialist qualifications that build on existing skills and knowledge (such as TAE40116).
- longer-duration qualifications that are designed as entry-level requirements for specific work roles (such as MEM40119).

6.3 Amount of training

6.3.1 When developing your training and assessment strategies, The Learning Professional ensures the amount of training will provide sufficient training to enable a learner to:

- meet the requirements of each training product, and
- gain the skills and knowledge specified in the relevant training product.

6.3.2 The Learning Professionals establishes the amount of training provided for each learner via a pre-training review. The review determines the students:

- existing skills and knowledge (transferable and foundation)
- experience of the learner (formal and informal)
- mode of delivery of formal learning activities (face to face, workplace, distance, or mixed mode)
- whether a:
 - full qualification is being delivered coupled with the assessment requirements of each
 - unit within the qualification such as work placement
 - part qualification or skill sets being delivered, the intensity of each unit being delivered as a proportion of the full qualification

6.3.3 The amount of training comprises of formal learning activities including:

- classes (face to face or distance (online))
- lectures (face to face or distance (online))
- tutorials (face to face or distance (online))
- self-paced study (distance)
- workplace learning (distance)

6.3.4 The amount of training is validated during industry consultation to determine if the standard learning would have the opportunity to:

- gain the required breadth and depth of the knowledge as detailed in each unit of competency assessment requirements
- gain the required breadth and depth of the skills as detailed in each unit of competency assessment requirements
- apply the above knowledge and skills prior to assessment

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6.4 Resources

6.4.1 As requirement of registration, The Learning Professionals has the sufficient resources to delivery all the qualifications on its scope of registration and these resources are consistently detailed in each training and assessment strategies including:

- Approved trainers and assessors to deliver the training and assessment
- educational and support services to meet the needs of the learner group/s undertaking the training and assessment services
- learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery
- facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment services
- assessment requirements detailed in each unit of competency assessment conditions

6.4.2 The Learning Professionals will:

- ensure that all training facilities are reviewed to determine the current enrolments and their relationship with the registered capacity of the training facilities bi-annually
- ensure that any enrolment period that increases the college's student numbers within 20% of the college's registered capacity is reported to the CEO for further review and capacity planning.
- ensure that a current condition audit of all facilities, equipment, training, assessment resources is undertaken bi-annually and on initial use.
- maintain and annually update a resources inventory within:
 - each TAS for training and assessment specific resources
 - facility leases
 - financial purchase registers
- ensure that facilities and equipment are maintained, any breakages or breakdown to be reported to the RTO Manager who ensures it is repair or replaced within a responsible timeframe.

6.4.3 It is the responsibility of all staff to help maintain a safe and healthy workplace and report any issues to their manager that they consider could be a potential risk to fellow workers, students, and visitors on site.

6.5 Industry engagement

6.5.1 The Learning Professionals consult with industry stakeholders, and uses the outcome of the industry engagement to ensure the:

- currency of our trainers and assessor's industry skills
- industry relevance of our training and assessment strategies, practices, and resources

6.5.2 The aim of The Learning Professionals Industry Consultation of the Training and Assessment strategies is to identify the strengths and weaknesses in different training and assessment approaches. This consultation may include:

- Engaging with external stakeholders in the assessment practices, developing sustainable relationships between The Learning Professionals, industry, and the industry regulator
- Developing a better understanding of industry expectations for training and assessment

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Practices

- Investigating practical work tasks, including online and written assessment practices that meet industry standards
- Evaluating evidence that is valid and procedures for gathering evidence for assessment, to improve assessment practices as well as using the consultation feedback for continuous improvement practices
- Evaluating evidence that could be used for skills recognition and workplace assessments

6.5.3 The consultation methods used to may include but are not limited to:

- Surveying local employers, regional/national businesses
- Partnering and training within local employers, regional/national businesses
- Accreditation with relevant industry bodies and/or enterprise RTOs
- Involving RTO staff in industry advisory committees and/or reference groups
- Embedding staff within enterprises or ensuring our training and assessment staff also currently work within their industry of expertise
- Networking in an ongoing way with industry networks, peak bodies and/or employers
- Developing networks and engaging relevant independent industry representatives to participate in assessment practices validation; and
- Exchanging knowledge, staff, and/or resources with employers, networks, and industry bodies

6.6 Learner needs

6.6.1 The Learning Professionals provides participation and achievement of outcomes for all students whilst considering each individual learner needs which may include:

- age, gender, cultural or ethnic background, disability, and sexuality
- language skills, literacy, or numeracy level
- unemployment or employment restrictions (shift worker)
- remote location to access of family commitments that may present a barrier

6.7 Educational and support services

6.7.1 The Learning provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses and may including:

- pre-enrolment information
- study support (mentoring sessions)
- language, literacy, and numeracy (LLN) support or referrals to programs
- equipment and resources to increase access for learners with disabilities and other learners in accordance with access and equity (individual needs)
- learning resource in a mode suitable to the learning environment
- mediation services or referrals to these services.
- flexible scheduling and delivery of training and assessment (day, weekend, and evening groups)
- information and communications technology (ICT) support
- learning materials in alternative formats, for example, in large print.

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- learning and assessment programs contextualised to the workplace; and
- any other services that the RTO considers necessary to support learners to achieve competency.

6.8 Recognition of Prior learning

6.8.1 The Learning Professionals offers recognition of prior learning RPL processes to all students on application and if recognised as eligible during the course program.

7. TRAINER AND ASSESSOR REQUIREMENTS

7.1 Qualification and industry currency

7.1.1 All qualified trainers and assessors providing training and assessment services on behalf of The Learning Professionals have:

- vocational competencies at least to the level being delivered and assessed.
- 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 practice.

7.1.2 Additionally, all trainers and assessor will hold one of the following:

- TAE40110 plus:
 - TAELLN401A or TAELLN411 and
 - TAEASS502A/B or TAEASS502
- TAE40116
- TAE50116
- Higher Education Qualifications in Adult educations (approved by the CEO).

7.2 Industry experts

7.2.1 At times, The Learning Professionals may not engage industry experts to facilitate training and assessment services due to lack of qualified trainer availability or restriction of access to workplace to delivery training and assessment activities. In this event, the industry expert will work alongside (in conjunction with) a qualified trainer to deliver training services and with an approved assessor to assist in making an assessment judgement of a candidate's competency.

7.3 Working under the supervision of a trainer

7.3.1 The Learning Professionals may engage individuals who do not hold the TAE qualifications listed above, however the individual is:

- vocational competencies at least to the level being delivered
- currently industry skilled directly relevant to the training being provided

7.3.2 The Learning Professionals ensures that they work under the supervision of a trainer and do not determine assessment outcomes Training Under Supervision Policy and Procedure.

7.4 Professional development

7.4.1 The Learning Professionals is committed to supporting the professional development of staff through the application of the following principles:

- Professional development will be accessible and available to every member of staff.
- Professional development is primarily a responsibility of the individual staff member, but responsibility is also shared by the individual staff member's supervisor/s providing

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guidance and direction.

- Professional development is an integral part of The Learning Professionals strategic planning, with formal qualifications prescribed and incorporated in the Organisational Chart and corresponding in each position description.
- Annual priorities for professional development activities will be developed from The Learning Professionals key objectives and planning processes within each work area
- Staff members are required to continue their professional development to meet the VET Capability Framework standards as described in their Personal professional development Plan
- The Learning Professionals will provide appropriate professional development and/or staff training to ensure staff develop or maintain specific specialist & industry skills as well as generic skills and knowledge required to meet external compliance requirements and/or to competently apply The Learning Professionals systems, policies, and processes in accordance with their position descriptions.
- Development activities offered The Learning Professionals will focus on action learning and work-based learning strategies but will be agreed to by both the staff member and supervisor. Wherever appropriate, development activities will be underpinned by mentoring and coaching, and formal VET qualifications or appropriate licensing.
- Staff may be required to take up informal and/or formal courses, some being short courses or seminars with statements of attendance or formal statements of attainment of certain competencies.
- Staff accessing internal or external development activities will be expected and supported to share and apply their new skills and knowledge in their work practice.
- The organisation will provide flexibility where possible, however staff members may be required to, and must be willing to, undertake professional development opportunities outside of normal working hours, on their own time.
- Supervisors will manage individual and team work to ensure that professional development is incorporated into every staff member's role.

7.5 Training

- 7.5.1 The Learning Professionals engages trainers and or/third parties to facilitate training against units of competency requirements in relation to the training product outlined in each training and assessment strategy. Training may be facilitated via face to face, workplace, distance, or a mix of delivery modes.

8. TRAINING DELIVERY

8.1 Methods of Delivery

- 8.1.1 The Learning Professionals delivers training via mixed mode including:
- presentations/tutorials/workshops (theoretical, global, auditory, visual learners)
 - Demonstrations of product development (Visual, situational learner)
 - Demonstration of skills (Kinesthetic, Visual, right brain, situational, learner)
 - Instruction of process application (Kinaesthetic, left brain, situational, analytical learners)

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- Individual and Group work project activities (social, situational, VAK, activists, pragmatist learners)
- Discussions, Collaboration with trainers, other participants, and peers (social, theorist learners)
- Enabling research activities (theorists, reflective learners)
- Assessment as learning (Kinaesthetic, situational learners)

8.2 Distance learning

8.2.1 The Learning Professionals offers up to 30% (6.5 hours) of scheduled course contact hours (20 hours) via distance learning.

8.2.2 Distance learning is learner facilitated at a distance to the trainer. (off-site). All full-time students are offer a maximum of 6.5 hours of distance learning.

8.2.3 The Learning Professionals offers all students scheduled (arranged) distance learning activities which may include but not limited to:

- Master Class online live/Recording -connected real-time delivery* and – self paced
- Group work completing assigned work activities -connected real-time delivery*
- Reading textbook – self-paced
- Individual work completing assigned work activities – connected real-time delivery* and self-paced

8.2.4 CoVid 19 only – online summative assessment via Link forward to student via email – available for completion during set period of assessment access.

*Connected real-time delivery provided by the learning professionals includes but is not limited to:

- Live video streaming/conferencing using platforms such as Zoom and Teams, involving real-time active participation and interaction between students and trainers
- Direct observation via share screen of small group and individual work activities
- Formative assessment review via Kahoot mobile app

8.3 Technical support

8.3.1 Technical support is available to students firstly via their trainer, however at times IT technical support is required and can be accessed via it@thelearningprofessionals.com.au We Endeavor to support students with IT issues with 24 hours of initial contact.

8.4 Technical requirements for Distance learning

8.4.1 Kahoots

8.4.2 To Kahoot, you need the following:

- **A desktop, laptop, tablet, or mobile device** - make sure a supported web browser or our mobile app is installed.
- **A stable internet connection** - challenges only require internet to join and then to submit your answers when done. If you're experiencing connectivity issues, there are some things you can do to test your internet stability. As a quick fix, try switching to a different connection method (ethernet, Wi-Fi, cellular). Data usage of our services is very low. You could easily answer 1,000 questions and be well under 1GB of data used.
- **A game PIN or challenge link** - either of these should be provided to you by someone who's hosting the challenge you want to join.

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8.4.3 Zoom and Teams

8.4.4 System requirements

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
- A webcam or HD webcam - built-in or USB plug-in
- Or a HD cam or HD camcorder with video capture card

Note: See the list of supported devices.

8.4.5 Supported operating systems

- macOS X with macOS 10.9 or later
- Windows 10*

Note: For devices running Windows 10, they must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.

- Windows 8 or 8.1
- Windows 7
- Ubuntu 12.04 or higher
- Mint 17.1 or higher
- Red Hat Enterprise Linux 6.4 or higher
- Oracle Linux 6.4 or higher
- CentOS 6.4 or higher
- Fedora 21 or higher
- OpenSUSE 13.2 or higher
- Arch Linux (64-bit only)

8.4.6 Supported tablet and mobile devices

- Surface PRO 2 or higher running Win 8.1 or higher

Note: For tablets running Windows 10, they must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.

- iOS and Android devices
- Blackberry devices

8.4.7 Supported browsers

- Windows: IE 11+, Edge 12+, Firefox 27+, Chrome 30+
- Mac: Safari 7+, Firefox 27+, Chrome 30+
- Linux: Firefox 27+, Chrome 30+

Note: Some features in the web client are not supported on IE.

8.4.8 Processor and RAM requirements

	Minimum	Recommended
Processor	Single Core 1Ghz or Higher	Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM	N/A	4Gb

Notes:

- Dual and single core laptops have a reduced frame rate when screen sharing (around 5

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frames per second). For optimum screen sharing performance on laptops, we recommend a quad core processor or higher.

- Linux requires a processor or graphics card that can support OpenGL 2.0 or higher.
- High DPI support
- High DPI displays are supported in Zoom version 3.5 or higher

8.4.9 Bandwidth requirements

The bandwidth used by Zoom will be optimized for the best experience based on the participants' network. It will automatically adjust for 3G, Wi-Fi or Wired environments. Recommended bandwidth for meetings and webinar panelists:

- For 1:1 video calling:
 - 600kbps (up/down) for high quality video
 - 1.2 Mbps (up/down) for 720p HD video
 - Receiving 1080p HD video requires 1.8 Mbps (up/down)
 - Sending 1080p HD video requires 1.8 Mbps (up/down)
- For group video calling:
 - 800kbps/1.0Mbps (up/down) for high quality video
 - For gallery view and/or 720p HD video: 1.5Mbps/1.5Mbps (up/down)
 - Receiving 1080p HD video requires 2.5mbps (up/down)
 - Sending 1080p HD video requires 3.0 Mbps (up/down)
- For screen sharing only (no video thumbnail): 50-75kbps
- For screen sharing with video thumbnail: 50-150kbps
- For audio VoIP: 60-80kbps
- For Zoom Phone: 60-100kbps

8.4.10 Recommended bandwidth for webinar attendees:

- For 1:1 video calling: 600kbps (down) for high quality video and 1.2 Mbps (down) for HD video
- For screen sharing only (no video thumbnail): 50-75kbps (down)
- For screen sharing with video thumbnail: 50-150kbps (down)
- For audio VoIP: 60-80kbps (down)

9. ASSESSMENT

9.1 Assessment system

9.1.1 The Learning Professionals assessment system ensures that each assessor implements assessment practices using approved assessment tool that comply with the assessment requirements of each unit of competency, the Principles of Assessment, and the Rules of Evidence. The Assessment system supports assessors to make an informed assessment judgement of an individual's competency.

9.1.2 The assessment tools are part of an overall training and assessment strategy and are used as part of an assessment system to provide:

- information for candidate and assessor including assessment process requirements
- structured tasks to meet the unit of competency required outcomes
- assessment instruments to collect/record required assessment evidence
- suggested answers, product samples and mapping (assessors' copy only)
- marking guide to record assessment decision for process and product evidence
- summative record to document final assessment outcome

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9.2 Assessment Planning

The Learning Professionals requires all assessors to explain assessment plans to the candidate prior to commencing assessment.

9.3 Assessment tool

The Assessment tools provide the Assessor and participant with instructions on the

- purpose of the assessments
- resources required
- outcome of the assessments
- Assessment tasks
- Formative Assessment recording documents and Summative assessment outcome recording documents

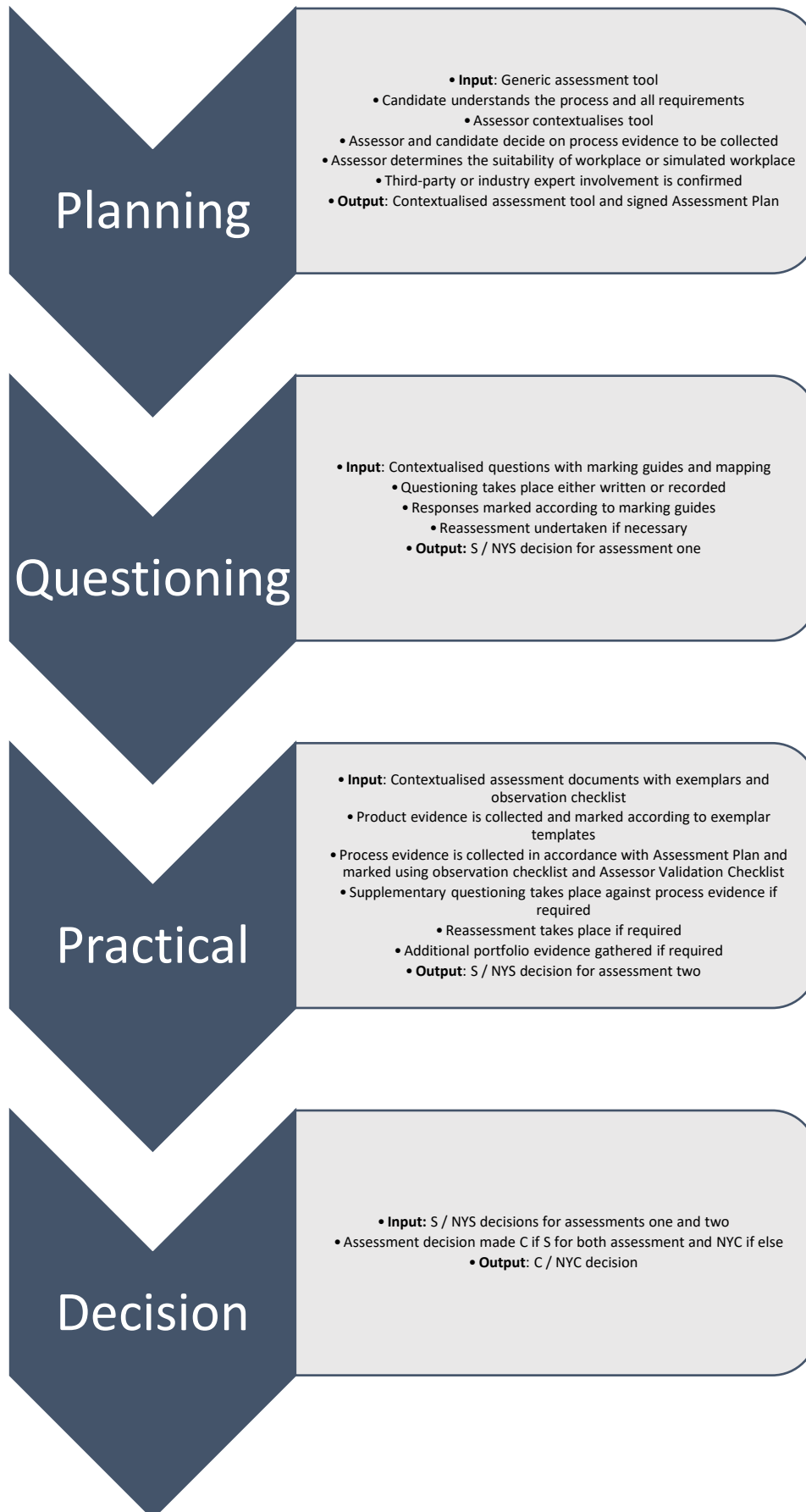
9.4 Assessment Methods

The Learning Professionals use the following methods when conducting structured assessment activities:

- Questioning – oral and written (hard copy, recording video or audio)
- Product review – review of products developed – (finished products, Documents, videos, photos.)
- Observation of task performance – Demonstration of work process application and /or work product development - (Video, Photos)
- Portfolio – gathering of evidence compiled by participant over a period – (Assessment evidence requirements, photos of work task completed).

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9.5 Reasonable adjustment

Reasonable adjustments may be made to assessment tasks to meet individual needs. All adjustments need to be discussed and recorded in the participants' assessment plan. Adjustments such as verbally responding to questions are provided in the assessment tools currently to limit the need for a person to ask for adjustment. Reasonable adjustment will not be implemented if the adjustment compromises the integrity of the unit requirements outcomes. Any reasonable adjustments agreed upon, will be recorded in the assessment plan.

9.6 Contextualisation

The Learning Professionals assessors will review the assessment details and plan with the participant prior to assessment activity commencement. If individual contextualisation of the assessment tool is required, any changes will be recorded in the assessment plan and assessment tool, ensuring it does not compromise the integrity of the unit requirements outcomes

9.7 Reassessment

Participants have two (2) opportunities for reassessment at no additional cost. Participants assessed as Not Yet Competent will be provided the opportunity to be reassessed in line with the assessment policy. Participants who are reassessed are likely to have their course duration extended. If reassessment is required after a third attempt, a fee will be applied.

9.8 Principles of Assessment and Rules of Evidence

9.8.1 Each assessment is valid, reliable, fair, and flexible if carried out under the same conditions that a candidate would expect to complete the activity as an employee for the first time, within a workplace. The following information is provided to assist the assessor in making judgement of competency, whilst adhering to the:

9.8.2 Principles of assessment

- Valid – mapping to the Unit of Competency and assessment requirements and current industry legislation, standards, policies and standing operating procedures to ensure assessment meets industry benchmarks.
- Fair – Same assessment process for all, with access to reasonable adjustment and contextualisation for the individual as required,
- Flexible – multiple assessment methods and submission of evidence opportunities to ensure individual needs have been considered in the assessment process
- Reliable – Suggested answers moderated by assessors
 - student checklist of product evidence, sample of product evidence and templates
 - assessor's marking guide provided to record assessment method used and evidence provided.

9.8.3 Rules of evidence

- Valid – required evidence lists provided, meeting the unit of competency assessment requirements
- Sufficient – evidence meet the dimensions of competency as specified unit of competency and assessment requirements
- Authentic – Students and Assessor signature after assessment task
- Student declaration and signature on completion of the assessment tool. Verification of industry experts are detailed in the assessment plan prior to commencement of assessment.
- Current - assessment is validated with involvement from industry to ensure current

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practices and incorporated.

9.9 Dimensions of Competency

Dimensions of competency are defined in the following sections of the unit of competency and the assessment requirements and transferred into each assessment tool

- Task Skill – Element
- Task Management Skills – Performance Criteria
- Task Contingency Skills and Transfer Skills – Performance Evidence
- job/role environment skills – Foundation skills

9.10 Duration of assessment

Unit of competency assessment requirements including:

- Duration – If the duration of assessment is defined in the unit/s ‘assessment conditions’, this information is embedded into the assessment task itself. If there is no defined duration to complete the assessment requirements, the candidate is expected to complete the assessment in the timeframe that an individual would be expected to complete the activity for the first time in their workplace.

9.11 Context of assessment

Context – Assessment may be carried out in a simulated or real assessment environment, unless defined in the unit/s ‘assessment conditions.’ This information is embedded into the assessment task itself. If the assessment is conducted in the workplace, the use of industry experts will be used to gather evidence of the candidate’s skills and knowledge in the workplace.

9.12 RPL

RPL - allows the candidate to forego the training requirements and advance straight to the assessment process. The Candidate is required to complete the assessments within this assessment tool or provide evidence that meets the standards (benchmarks) set in this assessment tool. Refer to the evidence requirements within each assessment instrument.

9.13 Moderated answers and sample product

Each assessor unit or cluster assessment tool contains moderated answers and product samples, provided for the assessor, to allow The Learning Professionals to maintain consistency in assessment decisions across assessor group. Assessors are to refer to the moderated answers and product samples when assessing candidate work before making assessment judgement. Mapping has been provided throughout the assessors’ guide to provide the linkage of assessment tasks to the unit of competency’s intended outcome. This information should be used to guide the assessor, maintaining the integrity of the intended outcome of the unit when making any reasonable adjustments.

9.14 Process and Product evidence

To be assessed as competent the assessor will need to assess the candidate’s submitted:

- Product evidence (mandatory):
 - product/s as detailed in the assessment instruments
- Plus
 - Process evidence (choose one or more evidence gathering paths with the candidate during assessment planning)
 - Assessor directly observe the candidate performing the assessment tasks or
 - Appoint approved industry expert to directly observe the candidate performing the

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assessment tasks

- third-party report confirming that the candidate has performed the assessment tasks plus engage in a competency conversation with the candidate to explain their process in completing task OR (RPL method)
- Product review confirming that the candidate has performed the assessment tasks plus engage in a competency conversation with the candidate to explain their process in completing tasks (RPL method).

9.15 Assessor marking guide

The Learning Professionals has provided the assessor with a 'Marking Guide' that allows the assessor to record completion of assessment task/s,

- indicating what assessment method was used to validate the evidence provided
- signing and dating when completed.

9.16 Assessment Record

On completion of the marking all task, the assessor is required to record their assessment decision for each assessment completed in the

- 'Summative Assessment Record' on the last page of the assessment tool.
- All tasks must be completed satisfactorily to achieve overall Competency per unit or cluster and the result recorded in the summative assessment record

9.17 Assessment safety

If at any stage during the assessment, you deem the assessment activity or environment unsafe for you, the Candidate or others in your environment, the assessment must stop, and a risk assessment made before recommencement of the assessment.

9.18 Assessment appeal

The Learning Professionals is committed to a fair assessment and decisions made by the assessor are expected to be reasonable and in accordance with the assessment plan and process. If the candidate believes there are genuine grounds for contesting the assessment outcome, they may appeal the decision. Candidates are to implement the complaints and appeals policy and procedure.

9.19 Validation

9.19.1 The Learning Professionals validation system determine how effective and accurate the assessment practices and judgements are being interpreted for each unit of competency/qualification on the scope of registration across all assessors. This practice is implemented by validating a sample group of assessment units assessed but not finalised in the SMS, and recording the findings of the validation that include:

- When assessment validation occurred
- Which training products were validated
- Who lead and participate in validation activity?
- What were the outcomes of the validation?
- What actions were taken because of the validation activity?

9.19.2 The Validation Schedule is recorded in each program TAS in appendix D. On completion of each validation session, the outcomes of the validation are to be recorded in the validation register below

9.19.3 Each training product will be validated at least once every five years. At least 50% of training products will be validated in the first three years of the 5-year cycle. The relative risk of all

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training products is considered in scheduling validation. Training products identified as high risk by ASQA are considered in scheduling validation

9.19.4 Systematic validation of the assessment practices and judgements is undertaken by one or more persons who are not directly involved in the instance of delivery and assessment of the training product being validated (however the persons involved in the delivery and assessment may participate in the validation session), and who collectively have:

- Vocational competencies and current industry skills relevant to the assessment being validated
- Current knowledge and skills in vocational teaching and learning
- The training and assessment qualification required of a training and assessor

9.19.5 These persons may include but are not limited to:

- Internal Trainers
- Internal Assessors
- Operational staff
- Resource Development and Compliance staff
- Certificate IV TAE students
- Independent Industry Consultants
- Independent Trainer/Assessor/s

9.19.6 Specific items of discussion to validate the assessment may include:

- Assessment task/s have clear instruction for assessor and student
- Assessment method and task/s comply with the unit of competency and assessment requirements
- Assessment method and task/s meets the requirement of principles of assessment and rules of evidence
- Assessment method and task/s are consistent and gather sufficient evidence
- Marking criteria meets the unit of competency

9.19.7 On completion of each validation session, the validation record schedule will be updated to reflect the outcomes of the validation. Validation records filed with the register

9.19.8 **Validation register**

Date	Validation record No	Unit of Competency	Outcomes of validation Recorded	Rectification action recorded	Date: Rectifications required Completed
			Yes/No/NA	Yes/No/NA	
			Yes/No/NA	Yes/No/NA	

9.19.9 **Validation report**

Date	Insert date	Report No	Insert number
Participants	Lead Validator name		Position
	Name		Position

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Of the validation session		Name Name	Position Position	
Unit Code and name			Validation type Pre-use Yes/No Post-use Yes/No	
Record each issue identified separately and identify the non-compliance			Non-compliance noted	
Question?	Issue identified	Recertification Required	Principals of assessment	Rules of evidence
Place your question here			<input type="checkbox"/> Validity <input type="checkbox"/> Flexibility <input type="checkbox"/> Fairness <input type="checkbox"/> Reliability	<input type="checkbox"/> Validity <input type="checkbox"/> Authenticity <input type="checkbox"/> Currency <input type="checkbox"/> Sufficiency
Place your question here			<input type="checkbox"/> Validity <input type="checkbox"/> Flexibility <input type="checkbox"/> Fairness <input type="checkbox"/> Reliability	<input type="checkbox"/> Validity <input type="checkbox"/> Authenticity <input type="checkbox"/> Currency <input type="checkbox"/> Sufficiency
Place your question here			<input type="checkbox"/> Validity <input type="checkbox"/> Flexibility <input type="checkbox"/> Fairness <input type="checkbox"/> Reliability	<input type="checkbox"/> Validity <input type="checkbox"/> Authenticity <input type="checkbox"/> Currency <input type="checkbox"/> Sufficiency

10. TAS AND ASSESSMENT TOOL DESIGN AND DEVELOPMENT

10.1 Stage 1 – Planning

10.1.1 In planning for assessment, The Learning Professionals considers how learners will be able to understand the tasks required of them including:

- How to demonstrate the task
- Knowing what they need to do to complete the tasks and why
- Demonstrating that they can perform the tasks in different contexts and environments

10.1.2 The Learning Professionals will:

- Identify the benchmark for assessment including:
 - The individual unit of competency and associated assessment requirements
 - Similar units of competency (including student feedback)
 - Workplace contextualisation needs requiring the sequential use of units of competency (industry consultation, trainer feedback)
 - Workplace tasks requiring simultaneous use of units of competency (or parts of competencies)

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- Units of competency that build on each other
- Identify the evidence required
- Identify assessment methods
- Identify legislative requirements

10.2 Stage 2 – Design and Development

An assessment tool comprises several components which ensure assessment is conducted in a manner that is fair, flexible, valid, and reliable. These components include:

- Context and conditions of assessment
- Task to be administered to the student
- An outline of evidence to be gathered from the candidate
- Evidence criteria used to judge the quality of performance
- Administration, recording and reporting requirements

10.3 Stage 3: Quality check (Reviewing and trialling assessment tools)

10.3.1 Prior to implementing a new assessment tool, The Learning Professionals conducts several checks (including but not limited to):

- Inviting people for review to confirm if the content of the tool is correct and relevant to the workplace. Industry representatives could critique the tool for its clarity, content accuracy, relevance, and appropriateness of language for the learners.
- Reviewing the tool with other trainers and assessors, who may not be industry experts but who have current skills and knowledge in vocational training, learning and assessment—including competency-based training and assessment), can check whether:
 - the tools will address all assessment requirements of the training package or accredited course
 - the level of difficulty is appropriate to the qualification level
 - the tools will enable effective collection of evidence
 - you have provided clear instructions that can be easily understood by the learner, third party, industry expert and assessor.
- Trialling the tool to test the effectiveness of the tool without affecting a learner. When trialling a tool, select a group of individuals who have similar characteristics to, and levels of ability of, the target learner group. The findings of the trial will help predict whether the tool would produce valid and reliable evidence.

10.3.2 For all the steps above, The Learning Professionals retains evidence of this process for later reference and continuous improvement.

10.4 Management Role in the TAS and Assessment Design Process

STEPS		WHO IS RESPONSIBLE?
1	Establish training and assessment strategies Templates	RTO Manager/CEO/Projects Manager
2	Ensure appropriately qualified assessors are allocated to units	RTO Manager

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3	Provide information and training on assessment system to assessors	RTO Manager/ Projects Manager
4	Manage the review and retention of master copies of assessment tools	Projects Manager
5	Undertake industry consultation	RTO Manager/CEO/ Projects Manager
6	Manage a department validation schedule	Projects Manager/ RTO Manager
8	Allocate RPL applications to appropriately qualified assessors	RTO Manager

10.5 Assessment tool development

In order to develop an assessment tool that ensures validity, reliability, fairness and flexibility, the following procedure must be followed:

10.6 Roles of staff in the assessment development and conduct

The Learning Professionals requirement that for each unit or cluster of units, assessors shall complete the following:

STEPS		WHO IS RESPONSIBLE?
1	Have a sound understanding of external regulatory requirements effecting all assessments and assessment methods.	RTO Manager/CEO/Assessor
2	Design the assessment tools	RTO Manager/CEO/Projects Manager
3	Develop the assessment tools	Assessor/Industry consultants/Projects Manager
4	Determine assessment process	Assessor/Industry
5	Conduct assessment	Assessors
6	Assess RPL applications (as required)	Assessors/ RTO Manager
7	Record assessment decisions within the Assessment tool	Assessors
8	Submit assessment for processing into SMS	Assessor (administration team to enter SMS)
9	Provide feedback to students	Assessor

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10	Participate in annual or as required validation and moderation activities as determined by the validation schedule	RTO Manager/CEO/Assessor/ Industry Consultant/ Projects Manager
11	Participate in assessment appeals (as required)	Assessor/RTO Manager
12	Retain master copies of assessment tools	RTO Manager/CEO/Assessor
13	Retain samples of assessed work (as required)	RTO Manager

10.7 Transition of training products

10.7.1 The Learning Professionals ensures that:

- where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register; however:
 - the requirements do not apply where a training package requires the delivery of a superseded unit of competency.
- where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed, and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.
- where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and
- a learner will not commence training and assessment in a training product that has been removed or deleted from the National Register.

11. TRAINING PLAN DEVELOPMENT

11.1 General requirements

- 11.1.1 The Learning Professionals develops a Training Plan for each Student for each program they are enrolled in, to ensure they are fully informed about:
- a) the nature of their training and assessment; and
 - b) the respective obligations of the Training Provider and student
- 11.1.2 The Training Plan must be developed and provided to the student either before training commencement, or no later than four weeks after training commencement.
- 11.1.3 It is not required to issue a Training Plan under Clause 11.1.1 for a Skill Set that is a single subject. However, the Learning Professionals must ensure the student is accurately informed of the

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nature and requirements of the training and assessment to make an informed decision about their enrolment.

11.2 Additional Training Plan endorsement for training conducted in a workplace

11.2.1 A Training Plan for a Student who is to participate in training conducted in a workplace where they are employed must be agreed to and signed by the employer that manages and controls the workplace.

11.3 Form of Training Plan

11.3.1 The information in the Training Plan for Student may be:

- a) provided in a single document or in a number of separate documents.
- b) provided either as a generic plan for a group of individuals who are undertaking the same training in the same way, or as a single plan for each individual.

11.4 Content of Training Plan

11.4.1 The Training Plan for a Student must:

- a) be consistent with the programs or subjects to be attained and must be customised (as required) for the needs of an individual; and
- b) align with the relevant TAS, or document and justify any variation from the TAS.
 - (i) When the TAS for each program is approved by CEO, the program timetable and scheduling in the TAS will be entered into Student Management System VETtrak by authorised staff. The Training Plan will be generated from VETtrak by authorised staff and sent to each student as specified in 11.1.2.
 - (ii) If any variation from the TAS occurs, a note will be justified and recorded in File note in VETtrak.

11.4.2 The Training Plan for a Student must include the:

- a) name and contact details of the Training Provider
- b) title and code of program
- c) expected duration of the program
- d) title and code for each subject to be completed as part of the program
- e) Scheduled Hours for each subject
- f) timeframe for each subject, including the start date and end date of each subject
- g) delivery modes to be used for each subject
- h) method(s) of assessment for each subject
- i) persons responsible for the delivery and/or assessment of each subject (where this information is not available within the timeframe for first issuing a Training Plan, it must be made available as soon as is reasonably practicable); and
- j) record of RPL and credit transfer hours granted, as relevant.

All the above information is set up in a Training Plan template in VETtrak.

11.5 Maintenance of Training Plan

11.5.1 The Learning Professionals must update the Training Plan for Student according to any changes that occur during the delivery of training and/or assessment and ensure each individual receives the updated information as soon as is reasonably practicable. Any changes in the training and/or assessment must be recorded in VETtrak by Student Support staff and a revised Training Plan will be generated from VETtrak and sent to students and updated on Student Portal.

11.5.2 The Learning Professionals must monitor each Student's progress in attaining the required competencies of the program, in line with the Training Plan.

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