TRAINING AND ASSESSMENT STRATEGIES POLICY

PURPOSE

To identify, negotiate, plan and implement appropriate training and assessment strategies.

SCOPE

This policy outlines the implementation of Life International Training 's training and assessment strategies for each of the units of competency and accredited courses listed in scope of registration.

PROCEDURE

TRAINING AND ASSESSMENT STRATEGIES

The following strategy will be applied when designing and developing training courses:
- Identify market needs
- Identify competency standards and training package requirements
- Consult with industry using the *Industry Consultation Form* and incorporate feedback gained where applicable
- Research and incorporate any regulatory or legislative requirements
- Develop the *Training And Assessment Strategy*
- Develop all required training and assessment resources
- Deliver the training and assessment
- Review the training and assessment

TRAINING DELIVERY

Prior to the commencement of training students are advised of the:
- Training Program outline
- Pre-requisites and course entry requirements
- Training and assessment methods

Training delivery methods include but are not limited to:
- Written work
- Projects
- Group work
- Role play
- Simulation
- Practical exercises
- On the job

CONDUCTING TRAINING

Training sessions will be provided on-site at the student's premises, away from the normal work routine or a contracted training room arranged by Life International Training.

REVIEWING TRAINING SESSIONS

Reviews of training sessions will be conducted at the completion of the training by the students and participants via the *Learner Questionnaires*

ASSESSMENT

Assessments and evidence gathering will be conducted in accordance with the *Assessment Policy*. It will comply with the requirement of the unit of competency being delivered.

VALIDATION OF PROCESSES

Life International Training assessment materials are designed to ensure that each assessment is compliant with the assessment guidelines for all training packages within the scope of registration.

Every three years the Managing Director and Training Director review a valid sample size of assessment judgements across all unit of competency on scope and take samples from all trainers and partners who have delivered said units. The directors review the assessment materials being used to ensure impartiality and fairness in the assessment process. The audit also reviews assessment tools against the standards required by the units of competency within the scope of registration.

As part of the validation process we seek input from industry to ensure that the stated outcomes of the training we deliver is meeting requirements for workers. We seek input from at least five students each month from different industry sectors for each of the units we have on scope.

MODERATION

Six (6) monthly moderation meetings will be conducted to review the processes, procedures and effectiveness of training, delivery and assessments. At times, moderation meetings will be incorporated into Trainers meetings.

The moderation meetings shall include:
- Providing information of training, assessment and monitoring arrangements
- Trainer feedback on sessions trained
- Assessor feedback on evidence assessed
- Course feedback provided by students
- Assessor feedback on processes used
- Evaluating student and participant feedback

As outlined in the *Continuous Improvement Policy*, quality improvement suggestions arising from moderation meetings are documented within meeting minutes and logged in the *Corrective Action Register*. These are then designated to appropriate staff for action.

LANGUAGE, LITERACY AND NUMERACY

Language, Literacy and Numeracy (LLN) requirements will be provided in training and assessment services that assist in the development of the training of individuals. LLN requirements will be identified through student consultation.

DEVELOPMENT OF TRAINING AND ASSESSMENT STRATEGIES FOR TRAINING

The development stage is concerned with developing a program that will facilitate training. The training outcomes form the starting point for the development phase. The developer must identify the most appropriate strategy to facilitate training, including the methods and the media that will be required to support that strategy.

The training outcomes describe the behavior that a student is expected to perform at the end of training. As some training outcomes will contain prerequisite knowledge, attitudes and skills for other training outcomes will need to be sequenced.

The training developer must decide the overall training strategy that will be the most effective for the students and participant to achieve the training outcomes for the course.

When determining the training strategy the training developer must consider any influencing factors that will impact on the conduct of the course, especially the number of trainers and the physical resources.

The training developer should consider the following:
- Flexible training
- Practical and or theory based course
- Access to physical resources
- Access to training environments
- Utilisation of trainers and assessors
- Utilisation of computer resources for instruction and or simulation
- Needs of industry

The training developer must then produce the sequencing of the units of competency and training outcomes to optimise the training process. Once the units have been suitably sequenced, the training developer must develop guidelines for the trainer, which will assist them to manage the training process.

IMPLEMENTING TRAINING STRATEGIES

The degree to which training occurs depends on how the student interacts with their training environment. The environment consists of the trainer, the training materials, as well as the physical and psychological atmosphere.

Flexible training applies to the broadest possible range of training, delivery and study methods from traditional face-to-face to distant training. Flexibility is also provided in the mix of methodologies used in the delivery of a particular series of units and meets both organisational and individual needs. Flexible training is an approach based on the skill, needs and delivery requirements of students and provides control over what, when, where and how they learn.

The trainer must possess a sound knowledge of training methods, professional subject matter and must be interested in their individual progress, as well as being an enthusiastic and effective leader.

Trainers are required to implement the information and give particular attention to their function of leading and controlling the group. Leading is a highly personal activity, requiring the trainer to guide, inspire and supervise the students so that they attain their training outcome.

Students are responsible for their own training allowing for a creative and imaginative approach by the trainer. Controlling the training activity enables the trainer to monitor the progress of the training experience.

Other common training functions are:
- Planning areas of instruction not in the training and assessment strategy
- Organising the training environment and training materials to meet the requirements of the unit
- Consulting with Life International Training management on administrative and training procedures

In accordance with the Standards, Life International Training is required to ensure training and assessment services are conducted by trainers and assessors who:

- Have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors
- Have the relevant vocational competencies at least to the level being delivered or assessed
- Can demonstrable current industry skills directly relevant to the training/assessment being undertaken
- Continue to develop their vocational education and training (VET) knowledge and skills as well as their trainer/assessor competence and industry currency

If a trainer does not hold the above qualifications, then they will not deliver training on behalf of Life International Training.

Further guidance on Assessor requirements is in accordance with the *Assessment Policy*.