

COURSE DELIVERY AND ASSESSMENT POLICY

SCOPE

Applies to all staff and contractors.

POLICY STATEMENT

LIBERTY INSTITUTE OF HEALTH AND EDUCATION is committed to providing quality training and assessment. We will offer accredited training to clients and their employees and through public courses. We recognise that careful planning is necessary for a successful RTO and a requirement under the VET Quality Framework.

We will at all times comply with the Assessment Guidelines contained within the nationally endorsed Training Packages.

PURPOSE

The purpose of this policy is to:

- Clearly define our training and assessment system
- Ensure the RTO complies with Standards for Registered Training Organisations, 2015: Standards 1.1-1.24, 2.1, 2.2

PRINCIPLES AND DEFINITIONS

- LIBERTY INSTITUTE OF HEALTH AND EDUCATION uses a range of learning and assessment approaches to cater for students from a range of backgrounds, with varying learning styles, language, literacy and numeracy needs.
- LIBERTY INSTITUTE OF HEALTH AND EDUCATION will develop and implement strategies for training and assessment that are systematically informed through consultation with industry and comply with the Standards for Registered Training Organisations 2015 Clauses 1.1-1.4
- LIBERTY INSTITUTE OF HEALTH AND EDUCATION will develop and implement strategies for training and assessment that are consistent with the AQF, including the volume of learning requirements. This term is defined below:
 - Volume of learning: The volume of learning includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, and self-paced study), individual study, research, learning activities in the workplace and assessment activities. The amount of training provided by the RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning. If a course is structured so as to be completed in a shorter time period than that described in the AQF, you will need to clearly describe, using a rationale based on the

previous skills and knowledge and the needs of learners, how a specific learner cohort:

- has the characteristics to achieve the required rigour and depth of training, and
 - can meet all of the competency requirements in a shorter timeframe.
 - Your description must take into account the need to allow learners to reflect on and absorb the knowledge, to practice the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.
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- We will deliver and assess in accordance with our Strategy for Training and Assessment for each qualification.
 - Feedback from students, trainers and employers is gathered on an ongoing basis to support continuous improvement of delivery and assessment.
 - Our assessment process will be equitable for all persons and will take into account the cultural, linguistic, and other individual students' needs in relation to assessment tasks.
 - All assessment results will be kept strictly confidential
 - Assessment processes will be fair, flexible, valid and reliable and our assessment system complies with the relevant Training Package or VET accredited course and is conducted in accordance with the Principles of Assessment and Rules of Evidence. These terms are defined below with definitions taken from the Standards for Registered Training Organisations 2015.
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- **Principles of Assessment:**
 - **Fair:** The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
 - **Flexible:** Assessment is flexible to the individual learner by:
 - reflecting the learner's needs;

- assessing competencies held by the learner 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 individual.
- **Valid:** Any assessment decision of the RTO is 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;
 - assessment of knowledge and skills is integrated with their practical application;
 - assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
 - judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
 - **Reliable:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

- **Rules of Evidence:**

- **Validity:** The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- **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.
- **Authenticity:** The assessor is assured that the evidence presented for assessment is the learner's own work.
- **Currency:** The assessor is assured that the assessment evidence demonstrates current competency. This

requires the assessment evidence to be from the present or the very recent past.

- All our trainers and assessors will hold the required qualifications and vocational skills as outlined in the Standards for Registered Training Organisations 2015 in Clauses 1.13-1.25 (this includes information about trainers and assessors working under supervision)
- LIBERTY INSTITUTE OF HEALTH AND EDUCATION will support training and assessment through regular validation of course delivery and assessment. Validation is defined below.
- **Validation:** Validation is a review of assessment judgements made by your RTO. Validation is generally conducted after assessment is complete. The process must be undertaken in a systematic way. Validation may include engagement with industry to confirm your RTO's assessment system:
 - produces valid assessment judgements, and
 - ensures graduates have the skills and knowledge required by industry, as expressed in the training package or accredited course.
- We have a well-designed assessment system and accompanying validation processes that have been fully implemented so we can demonstrate that our assessment judgements:
 - are valid
 - align with the requirements expressed in the unit of competency or module, and
 - comply with the Standards
- We will make a recognition process available to all candidates.
- Where assessment is completed via recognition of prior learning, the requirements of the Standards do not change, although the variety of evidence gathered and considered in making an assessment decision may be greater than when assessment is completed through 'traditional' assessment activities. Similarly and distance delivery methods may change the type of evidence gathered and considered, although the same requirements apply. Regardless of the mode of delivery or engagement, all assessment must meet the same standards.
- We will use evidence criteria such as model answers, work

samples and assessor guidance to ensure assessment has been conducted adequately.

- This will mean that we will provide options for credit transfer, recognition of prior learning. These are defined below:
 - **Credit transfer:** The RTO will recognise national qualifications and Statements of Attainment issued by other Registered Training Organisations under mutual recognition.
 - **Recognition of Prior Learning:** Recognition of Prior Learning (RPL) means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

CONSEQUENCES OF NON COMPLIANCE WITH POLICY

Any breach of this policy could impact on the RTO's registration and will be managed in accordance with Human Resources Policy.

PROCEDURES

| DEVELOPMENT | OF STRATEGIES FOR TRAINING AND ASSESSMENT |
|-----------------------------|---|
| RTO/Training Manager | <ol style="list-style-type: none"> 1. Systematically review and revise all strategies on an annual basis in accordance with the Continuous Improvement Schedule 2. Consult with a range of stakeholders from relevant industries to gather feedback on industry needs and suitability of the proposed strategy for training and assessment. 3. Ensure all strategy documents for a full qualification include the following information: <ul style="list-style-type: none"> • Training product: clear identification of the training product the strategy relates to, including the code and full title • Course description • Industry licensing requirements (if relevant) • Core and elective components (full qualifications): core and elective components of a full qualification in accordance |

with the structure defined in the training package or course, which elective units or modules are being offered to enable proper planning for all delivery variables. Include entry requirements, pre-requisite and co-requisite units, and the sequencing of delivery and assessment.

- **Mode of delivery:** how the training and assessment is to be delivered—face-to-face, through simulated workplace training or a mixture of different modes.
- **Entry requirements:** mandatory requirements for learners commencing the program, such as qualifications that must be held or periods of industry experience, any areas where learners may need additional support (e.g. if they have low English levels) and whether learners' physical attributes may influence their ability to complete the training and assessment (e.g. if heavy lifting is required).
- **Duration and scheduling:** the nature of your learner cohort, the planned schedule training and assessment activities to ensure learners are able to fully develop the required skills and knowledge prior to being assessed (based on specific requirements of the training product), any variations for specific cohorts based on specific learning needs.
- Details of the Industry Consultation process
- Hours –timetable for the course
- **Assessment resources, methods and timing:** resources specified by Training packages and VET accredited courses that must be used in assessment at a unit of competency level, including details of how to ensure that learners have access to the resources that will give them the best chance of completing their study such as:
 - o assessment resources
 - o assessment methods to be used
 - o timing of assessment, and
 - o any adjustments that may be needed to cater for different learner characteristics
- **Learning resources:** learning resources that will fully cover the requirements ensure that learners are able to obtain and absorb the required knowledge and skills prior to assessment.
- **Human resources:** human resources available to deliver the training product, recorded at a unit of competency level to

ensure any specific requirements are met, and to allow the RTO to deploy staff efficiently. (this information may be recorded in a separate document and referred to in the strategy document)

- Equipment requirements and Physical resources: the physical resources required to deliver a training product with the resources available to the RTO, detailed at the unit level.
- RTO Infrastructure support for the course
- Trainers and Assessors
- Pathways
- Assessment Validation processes
- Course and Assessment monitoring and review

4. Developing TAS for 'stand-alone' single units or skill sets in the same way as would for a qualification, noting that some information may not be relevant, such as information on core and elective units. Identify all of the requirements of that licence or accreditation in the strategy (including any possible entry requirements such as minimum age) and explain how learners can readily attain the desired outcome. Identify any pre-requisite and co-requisite units, and the sequence of delivery and assessment.

5. Developing TAS for 'assessment only' pathways that covers:

- assessment methods, timing and resources, and
- how issues will be addressed (for example, if a learner does not achieve the competency requirements).
- specific requirements such as a minimum period of industry experience before commencing the program

CUSTOMISATION OF TRAINING AND ASSESSMENT

RTO/Training Manager

1. Gather information about the special and learning needs, educational experience and expertise of potential students and provide to trainers to enable customisation of training and assessment delivery.
2. Prepare a Participant Support Plan in consultation with the learner that outlines what adjustments will be made to training delivery and/ or assessment and what adaptive technology or specialist support is required.
3. Customise course documentation ensuring that course meets the Training Package rules.
4. Customise the TAS in accordance with different student cohort if needed.

PREPARATION FOR COURSE DELIVERY

RTO/Training Manager

1. Develop a set of documents to support delivery of each course. These documents include:
 - 2.
 3. Detailed session plan prepared using the Session Plan template and all learning resources and facilities as required by the Training Package or Vet Accredited course.
 4. Ensure each trainer has access to the appropriate course documentation.
 5. Ensure that each trainer enables students to access the following:
 - i. Language, Literacy and Numeracy (LLN) support
 - ii. assistive technology
 - iii. additional tutorials, and/or

ASSESSMENT TRAINER/ ASSESSOR QUALIFICATIONS

RTO/Training Manager

1. Gather evidence for each trainer and assessor to determine that they hold the necessary training and assessment qualifications and can demonstrate relevant vocational competencies and industry currency. Evidence may include:
 - Qualifications held
 - Consideration of relevant past training, including consideration of superseded and pre-existing teaching qualifications,
 - Experience, and
 - Professional development.

CONDUCTING ASSESSMENTS

Assessor

1. Ensure students are provided with information about the assessments to be conducted. This may be through:
 - web information,
 - information provided at the beginning of the course or unit and
 - oral instructions given in class.
2. Check that the candidate is ready for assessment
3. Undertake assessment in accordance with the Strategy for Training and Assessment
4. Provide the candidate with the time to go through all steps as set out in the assessment instrument.
5. Stop the assessment if there is a risk of injury or harm through lack of skill.
6. Make the decision about competency according to the marking guidelines provided for the assessment instrument.
7. Record assessment result and hand admin to enter to RTO's student management system.

**Training
Manager/
Assessor**

RPL Assessment

1. Ensure pre-enrolment material includes clear explanations of RPL processes and how to apply.
2. Provide RPL instructions to candidates as required
3. Assess RPL applications and make assessment decisions according to marking guidelines provided in the RPL kit.
4. Record assessment result and hand to admin/student support to enter into Student Management System (SMS).

RETENTION OF ASSESSMENTS

**RTO/Training
Manager**

1. The RTO should securely retain student assessment evidence to produce in full at audit if requested, all completed participant assessment items for each participant, for: the duration of the RTO's assessment appeal period
or
 - a period of six months from the date on which the judgement of competence for the participant was made**or**
 - the duration of the participant's enrolment
—whichever is the longer period.

PROVIDING FEEDBACK

Assessor

1. As soon as is reasonably possible at the end of assessment, inform the student of the result of the assessment. Feedback will:
 - *be constructive*
 - *explain whether the student demonstrated they were competent or not yet competent.*
 - *be provided in an appropriate format including: Oral feedback when results are provided at the end of an observation or in a workshop; a debrief of Test results and written feedback on Project or Assessment task results.*
2. Encourage the student to seek clarification if required.
3. Provide guidance if required on extra training or evidence required to address gaps in the assessment
4. At the conclusion of the course, discuss possible pathways for further study, linking the current course to other qualifications or units of competency as appropriate.
5. If any candidate is dissatisfied with the results of their assessment inform them that they have the right to access the appeal process.

CONDUCTING ASSESSMENT VALIDATION

RTO/Training Manager & Trainer(s)

1. Conduct assessment validation in accordance with Validation Schedule using the Validation Meeting Guidelines and the following checklists:
 - Validation Report
 - Validation Evidence
 - Validation Tools
 - Validation Process
2. Ensure that each training product on your RTO's scope of registration undergoes validation at least once every five years and that your plans allow for validation of at least 50 per cent of the training products in the first three years of that cycle.
3. Ensure that assessment sampling approach is random and valid (e.g. use the following site:
<http://www.raosoft.com/samplesize.html>)
4. Validate more frequently any training products where specific risks have been identified, for example, risk identified as a result of the RTO's industry consultation
5. Choose validators who are independent of delivery and assessment of the training product being validated and the assessment judgements being considered to maintain professional distance and integrity.
6. People involved in validation must have:
 - appropriate vocational competencies
 - current industry skills and knowledge
 - an appropriate training and assessment qualification or assessor skill set, and
 - current knowledge and skills in vocational teaching and learning.
7. Validation may be undertaken through a 'team' approach where, collectively, team members hold the required qualifications, skills and knowledge. Trainers and assessors can be involved in validation activities, as long as they are not directly involved in deciding the validation outcome for their assessment decisions.

RELATED POLICIES & DOCUMENTS

- TAS for each qualification on scope
- Industry Consultation and Customer Satisfaction Policy
- Trainer Observation and Feedback Checklist
- Validation Schedule
- Session plan template
- Validation Report
- Validation Evidence
- Validation Tools
- Validation Process



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