

Training and Assessment Policy and Procedure

PURPOSE

The purpose of this policy is to explain how Innov8's training and assessment practices.

- Meet the requirements of training packages and VET accredited courses.
- Are responsive to industry and learner needs.
- Are delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment will determine the amount of training they provide to each learner with regard to:
 - The existing skills, knowledge and experience of the learner.
 - The mode of delivery.
 - Where a full qualification is not being delivered, the number of units/modules being delivered as a proportion of the full qualification.
- That the trainers/assessors are qualified to deliver the training for each particular qualification.
- The types of educational and support services that meet the needs of the learners undertaking the training, and the learner resources made available to each learner.
- How strategies have been informed by industry.

SCOPE

This policy applies to all Training Package qualifications or nationally accredited courses, or components of courses, listed on Innov8's scope of practice (training.gov.au)

POLICY OVERVIEW

What is a Training and Assessment Strategy (TAS)?

A Training and assessment strategy is the approach that an RTO takes to structuring and sequencing the delivery and assessment activities learners undertake in order to prepare for assessment against the relevant units of competency/qualifications in a Training Package or VET accredited course.

The approach taken will depend on the needs of the learner (including those from equity groups), the resources available to the RTO, and the requirements of the Training Package.

Innov8 will use the following types of TAS:

1. Individual Learning Plan:

The individual learning plan is a contract between Innov8 and the learner, and virtually all its elements can be negotiated, either with a learner, or the learner's organisation.

Innov8's Individual Learning Plan can be used when:

- When a student enters into a blended learning program.
- The student has special needs that requires a different strategy to the rest of the class.

POLICY OVERVIEW (CONT.)

The Training and Assessment strategy is a Master document which guides trainers and assessors to develop the Individual Learning Plan.

2. Group/cohort based Training and Assessment Strategy

Does the same thing as 1) Individual Learning Plan however these are essential for larger groups, public courses and several individuals enrolled at the same time in the course.

There are 5 steps involved in the planning and designing of a TAS.

Step 1. - Client consultation

1. Discuss needs and expectations of client.
2. The outcome of the learning program.
3. Issues relating to
 - a. Learner needs
 - b. Learning content
 - c. Learning delivery requirements

See Industry consultation template. This is used for key stakeholders apart from the learners themselves. Innov8 will meet with learners on an individual basis to determine their learning needs. The Innov8 application form is used as an interview template and will:

- Collect learner personal details and information
- Clarify purpose of training
- Access and confirm competency standards
- Identify LLN issues

Step 2. - Design structure of learning program

Development of a Training and Assessment Strategy (TAS) will bring together the information collected in the client consultation. The TAS will outline:

- The target audience
- The purpose of the learning program
- The qualification code and name
- The units of competency that will be included
- Mode of delivery
- The volume of learning
- Duration and scheduling
- How competency will be assessed
- The qualifications of the trainer delivering the program
- Learner resources
- Physical resources
- Options for RPL assessment
- Pathways for learner to move on to
- The stakeholders involved in the development of the program
- Validation and moderation of assessment tools and processes

See TAS template.



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POLICY OVERVIEW (CONT.)

Step 3 – Risk Management

Innov8 will manage any risks involved in the delivery of the learning program via its Risk Assessment. The TAS Risk Assessment identifies potential risks for each TAS and a response on how those risks will be managed. (See Risk Assessment template)

Step 4 – Evaluation

The purpose of conducting a thorough evaluation of the learning program is to review the outcomes of the program and identify opportunities for improvement. The aim of the evaluation is to:

- Improve professional skills and knowledge
- Improve Operating RTO systems
- Maintain quality and integrity of education and training

Evaluation will include:

1. Trainer self-assessment
2. Client feedback

Innov8 conducts evaluation of its programs by collecting feedback from learners and other stakeholders including industry, government agencies, community organization, funding bodies etc (See Learner and Industry Questionnaires)

Step 5 – Validation

A Validation and Moderation policy and procedure has been developed to support this step.

Innov8 will verify the accuracy and integrity of:

- The assessment process
- Assessment methods
- Assessment tools

It will do this at 6 monthly intervals. The following are required:

For further detail, refer to Innov8 Validation policy and procedure.

PROCEDURE FOR ENROLMENT OF LEARNERS

Innov8's Enrolment Strategy comprises of the following steps:

1. Upon enquiry, learners are sent a Pre-enrolment Information Booklet. Before enrolling in a qualification, learners receive a Pre-enrolment Information Booklet to read. The booklet provides the necessary detail regarding the interview and enrolment process, course duration and hours involved as well as the currency requirements to maintain the qualification. The Pre-enrolment Information Booklet is adjusted for each qualification, and may not be sent for learners who have identified themselves as having LLN issues.
2. Innov8 follow up within 24-48 hours with intended learner (via phone or email)
3. Based on response, learner will enroll OR Innov8 may refer to alternative provider. To enrol in a qualification, learners complete an Innov8 enrolment form, which forms the basis for the learner interview.
4. Send Innov8 Enrolment form, Innov8 Pre-enrolment Interview form and arrange for an interview time. The Innov8 Pre-Enrolment Interview will take approx. 30 minutes per learner. Although much of the information regarding the learner is obtained from the enrolment form, a comprehensive assessment of characteristics can be determined after meeting and interviewing each learner. The interview provides an opportunity for each learner to discuss:
 - Learning style and preferences
 - Language, Literacy and Numeracy (LLN) issues
 - Socio-cultural background and needs
 - Previous formal/informal education experience
 - Why they want to undergo training in this field
 - Their current employment status (level and breadth of experience)
 - Future goals
5. Innov8 Pre-Training Assessment (if applicable). Innov8 staff will determine, via the written tasks on the enrolment and interview form, together with the spoken communication skills displayed at the interview, whether the learner requires a more formal Language, Literacy and Numeracy (LLN) Assessment. There will not be generic LLN assessment. Only those learners identified as having low LLN levels will be tested. If Innov8 staff are unsure, please refer the learner to Innov8's LLN specialist.
6. Innov8 Pre-Training Interview Record. Results of the interview are recorded on the Pre-training Interview Record and placed in the student file. Should the enrolment form or pre-training interview identify any LLN issues, learners will be formally tested, using Innov8's Pre-training assessment Kit. This strategy is designed for individual enrolments, and for the most part, training is conducted on a fee for service basis. Where the workplace is funding or part-funding their training, feedback from supervisors or line-managers is requested and recorded on the Pre-Training Interview Record.

This policy and procedure includes the following Attachments:

- See Attachment A: Pre-Training Information Booklet
Attachment B: Innov8 Enrolment form
Attachment C: Innov8 Pre-Enrolment Interview Form
Attachment D: Innov8 Pre-Training Assessment
Attachment E: Pre-Training Interview Record

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PROCEDURE FOR DEVELOPING A TRAINING AND ASSESSMENT STRATEGY (TAS)

The following steps provide a guide for the development of a TAS, which needs to be created for each specific program delivered. The TAS must be informed via industry consultation, and needs to take into account the needs of each learner cohort. Therefore, Innov8 will develop and document a TAS for each learner group, providing different approaches to the training and assessment, based on research and consultation. Please note: each TAS is not a “static” document, it will need to be regularly updated to take into account changes in industry technology, updated legislation, changes to the training package or accredited course and availability of resources.

1. Determine the aims and outcomes of any proposed training after having consulted with industry, community or individual learners
2. Identify the qualification and the relevant packaging rules.
3. Select the units of competency to support the desired aims and outcomes, based on workforce/learner needs.
4. Identify the characteristics of the clients/ client group/ learners.
5. Identify and decide on what accommodation can be made for learner needs and any special needs. Allow for reasonable adjustment
6. Access and assess (for suitability and to ensure WHS compliance) the appropriate training environment – facilities. Determine the duration of the training (on and off the job).
7. Nominate relevant entry and exit points for learners.
8. Identify the learning and assessment pathways, entry requirements/ special entry requirements and recognition procedures to be followed.
9. Determine the mode and methodologies of delivery.
10. Develop a training plan to outline the structure and sequence of the training and the assessments.
11. Identify the training and assessment staff, their qualifications and experience; and map trainer/ assessor qualifications against the units of competency.
12. Assess the required learning support, which includes the resources that will be used to support both training and assessment for suitability, currency and relevance.
13. Consider strategies for assessing language literacy and numeracy requirements in terms of pre-enrolment information, the enrolment process, and pre-enrolment assessment aligned to the Australian Core Skills Framework (ACSF) (See Pre-Enrolment Strategy)
14. Document consultations with regard to industry consultation when developing the training and assessment strategy.
15. Map the unit of competency to the assessment tools and validate the assessment tools.
16. Conduct validation and moderation of the quality of the training and assessment at the completion of each 6 month program.

CONDUCT OF TRAINERS AND ASSESSORS

All Innov8 staff must abide the Code of practice. The Code of Practice detailed below provides guidelines to support professional, responsible and ethical behavior and to guide trainers and assessors in the responsibilities of their work. This code is based on criteria developed by Innov8 as essential in terms of quality education provision.

CODE OF PRACTICE

1. Clients Rights

- Innov8's marketing and advertising to prospective clients is ethical and accurate
- Learners will be informed before they enroll of all the costs and charges associated with their intended study
- Innov8 has a fair refund policy that is documented and provided to learners prior to enrolment. In the event that Innov8 is not able to fulfil its obligations to learners, there are measures in place to ensure that learners are provided a refund or agree on a suitable alternative
- Innov8 ensures that learners that their financial, academic and other records are maintained by Innov8 and are complete and accurate. Records are managed to maintain confidentiality and will not be given to third parties unless authorised by the learner. You may review you records at any time, on request. (Innov8 must comply with State and Federal government reporting obligations, where learner information is required for collection eg AVETMISS)

2. Access and Equity

Through its Access and Equity policy Innov8 ensures that:

- Training is fair, reasonable and considerate of all students and no learners will be discriminated based on race, religion, gender, physical disability or sexual orientation.
- Innov8 staff and students will be protected in terms of their health, safety and welfare
- Innov8 staff are committed to providing a positive, learning experience free of discrimination and harassment
- Learners will be treated fairly and receive assistance or support to successfully complete their course
- Innov8 will deal fairly and constructively with any concerns and complaints about any of Innov8's services

3. Industry/Professional Association Engagement

- Innov8 regularly engages with relevant industry and professional association representatives to evaluate its training and assessment services. This ensures that learners receive the appropriate skills and knowledge to the standard required in the workplace.
- Innov8's training and assessment strategies are developed as part of a collaborative approach with our industry partners, so that we they are relevant to industry needs. When training occurs in the workplace, Innov8 will consult and collaborate with the supervisor/manager to ensure learning is relevant and meets workplace requirements.
- Innov8's teaching and assessment staff engage with industry partners on a continual basis so they can maintain their knowledge and skills that reflect current industry practice.

4. Quality Assurance

Innov8 is committed to continually improving the services we offer. We will:

- Get feedback from learners to help improve our services
- Make sure that at all times Innov8's operations comply with relevant state and national legislation requirements
- Assure you that via Innov8's clearly documented policies and procedures the management and monitoring of all our training operations will include reviewing student and client satisfaction
- Learners may access Innov8 policy and procedures on the website or by requesting a copy from your trainer



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CODE OF PRACTICE (CONT.)

5. Meeting Learner Needs

- Innov8 will conduct a pre-enrolment interview and assessment (if applicable) and if requested by the learner, will support the learner in gaining Recognition of Prior Learning (RPL) through a process known as RPL.
- If the learner has completed relevant units through another RTO, Innov8 will automatically credit those units towards completion of your current qualification
- Innov8 has specialist learner support staff who are equipped to provide relevant support in areas such as literacy, language and numeracy
- Innov8 staff will provide pre-enrolment information to discuss individual needs and learning goals and refer learners where appropriate to relevant career information and learning pathways options
- Innov8 offers learning and assessment services that meet individual needs by taking into account flexible delivery options, assessment processes and procedures, career or learning goals and objectives and Credit Transfer and RPL.

This Code of Practice is supported by the following Innov8 Policies and Procedures made available via the Innov8 website www.innov8.edu.au or for a hard copy version, please ask an Innov8 staff member:

1. Access and Equity Policy
2. Student Code of Conduct
3. Refund Policy
4. Credit Transfer and RPL Policy
5. Complaints and Appeals

Name:		Date Effective:		Responsible Authority		Drive:	
Page		Review date:		Organisation		Version:	