



Training and Assessment Strategies Policy & Procedure

HIC Policy Number
STUD027

CRICOS Number 02790D
Provider Number 21838

Hays International College

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1. Purpose of policy

This policy ensures that Hays International College complies with all the requirements of Standard 2 and 8 of the National Code of Practice for Providers of Education & Training to Overseas Students 2018 and Standard 1 of the Standard for Registered Training Organisations 2015. This policy and procedures has been designed to ensure that HIC will establish comprehensive training and assessment strategies and ensure it practices reflect current industry requirements as per the training package requirements and industry feedback.

2. Responsibility

The Principle Executive Officer (PEO) is responsible for the implementation of this Policy and procedure and to ensure that all staff are aware of its application and implementation requirements. Students are also informed of this policy and procedure at their pre-enrolment, enrolment and orientation.

3. Definitions

Assessment - means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system - is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Independent validation – means that the validation is carried out by a validator or validators who:

- a) are not employed or subcontracted by the RTO to provide training and assessment; and
- b) have no other involvement or interest in the operations of the RTO.

Training - is the process used by an RTO, or a third party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

Training and assessment strategies and practice- are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training Package- means the components of a training package endorsed by

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the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Validation- Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

4. Key Features

This policy and its set of procedures have been developed to assist staff and Hays International College (HIC) ensure that students, employers and industry have confidence in the integrity, currency and value of certification documents issued by HIC, through its high-quality training and assessment practices that:

- meet the requirements of the relevant training packages and VET accredited courses on HIC's scope of registration;
- is responsive to industry and learner needs; and
- is delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment.

To ensure thorough and rigorous assessment practices and results, HIC will implement a comprehensive plan of systematic validation. Trainers and assessors who are involved in training and assessment delivery will be considered as part of the validation process and will participate in this validation process.

- HIC training and assessment strategies and practices, including the amount of training HIC provide, will be consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled and:
 - a. Shall be consistent with the advertising and other materials provided to potential learners.
 - b. Shall develop different strategies, if required, where the needs of different learner cohorts require different approaches to the delivery of training and/or assessment.

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- For the purposes of Clause 1.1 (Standards for RTO 2015), HIC shall determine the amount of training to be provided to each learner with regard to:
 - their existing skills, knowledge and experience;
 - the mode of delivery; and
 - where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

- HIC ensures that it has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
 - a) Suitable/qualified trainers and assessors;
 - b) educational and support services to meet the needs of the learner cohort/s;
 - c) 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; and
 - d) Facilities, whether physical or virtual, and equipment to accommodate and support the number of learners in a class.

- HIC ensures that it meets all requirements specified in the relevant training package or VET accredited course, as outlined in the table below (AQF Volume of Learning Indicators).

Australian Qualifications Framework volume of learning indicators*							
Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years	0.5 – 1 year	1 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 1400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours	600 – 1200 hours	1200 – 2400 hours

- If a course duration is shorter than what is prescribed in the AQF volume of learning, HIC will clearly describe, using a rationale based on the previous skills and knowledge and the needs of learners how specific learner cohort can meet all the competency requirements of the training product in a shorter timeframe.

Industry Relevance

HIC's ensures that its training and assessment practices are relevant to the needs of industry and informed by industry engagement. HIC implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:

- a) its training and assessment strategies, practices and resources; and
- b) the current industry skills of its trainers and assessors.

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Learner Support

HIC determines the support needs of individual learners and provides access to the educational and support services and inform the learner, prior to enrolment, if such support will attract additional cost to the learner.

Assessment

HIC implements an assessment system (including recognition of prior learning) that:

- a. complies with the assessment requirements of the relevant training package or VET accredited course; and
- b. is conducted in accordance with the Principles of Assessment

Trainers and Assessors

HIC's training and assessment will be delivered only by persons who have:

- AQF Qualification – TAE40110 Certificate IV in Training and Assessment or its successor; or a diploma or higher level qualification in adult education.
- 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.

HIC manages transitions from superseded training products.

HIC manages independent validation of training and assessment qualifications

5 Procedures

Each Training and Assessment Strategy (TAS) will be reviewed as required, and at least annually to ensure its currency and validity. This will be undertaken by the Course Coordinator. The development of training and assessment strategies for each qualification (and if required, different learner's cohorts), shall include, at a minimum, the following areas:

- a. **Training Product** that includes the code and full title to ensure accuracy.
- b. **Core and elective components** (full qualifications), including entry requirements, pre-requisite and co-requisite units and the sequencing of delivery and assessment.
- c. **Mode of delivery** (either face-to-face, online, workplace training or a blend of different modes)
- d. **Entry requirements**
Mandatory requirements that learners must have prior to commencing the training such as qualifications or industry experience and to identify if the learner shall require reasonable support to complete the training and assessment.

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e. Duration and scheduling in consideration of:

- i. The amount of training (volume of learning) required of a learner cohort
- ii. Scheduling training and activities to allow learner to fully develop the required skills and knowledge prior to being assessed.

f. Assessment resources, methods and timing and identify:

- i. Assessment resources and how learners will have access to them
- ii. Assessment methods to be used
- iii. Timing of assessment
- iv. Any adjustments that may be needed to cater for different learners, if required

g. Learning resources

h. Human Resources that comprise of suitable trainers and assessors and are recorded at a unit of competency level, current or higher qualification level.

i. Physical resources required to deliver a unit of competency of a training product.

j. Strategies for 'stand-alone' single units or skills sets (in the same way as developing strategies for a training product)

k. Strategies for 'assessment only' pathways, if applicable, that covers:

- i. Assessment methods, timing and resources
- ii. Address issues of competency requirements
- iii. Specific requirements prior to commencing the program

Industry/Employer Engagement

I. HIC identifies the persons/organisations in the industry who are engaged in the development of training (their company names, contact person's name, contact numbers and addresses are to be included) who have or continue to have influence on the development and continuous improvement of the training and assessment strategies and practices of the areas as outlined in clause 2.1.

Learner Support / Reasonable Adjustments

Prior to enrolment, HIC will identify the support needs of individual learners and if required, provide access to:

- i. language, literacy and numeracy (LLN) support
- ii. assistive technology
- iii. additional tutorials
- iv. assistance to technology for online delivery components

If HIC is unable to provide support or if the support will attract costs to the learner, this information will be provided to the learner prior to enrolment.

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Effective assessments

HIC assessment systems implemented (including recognition to prior learning) will be based on the following:

a. Principles of Assessment:

- i. Fair (*the learner's needs are considered in the assessment process*)
- ii. Flexible (*assessment is flexible to the learner's needs*)
- iii. Valid (*assessment decisions are justified, based on the learner's individual performance*)
- iv. Reliable (*evidence presented is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment*)

b. Rules of Evidence

- i. Valid
- ii. Sufficient
- iii. Authentic
- iv. Current

c. The components of the training product addressed when planning assessment and design of assessment tools, will include, as a minimum:

- i. Assessment guidelines
- ii. Employability skills or key competencies
- iii. Units of competency, including:
- iv. Elements
- v. Performance criteria
- vi. Range statement
- vii. Evidence guide.

Planning an ongoing systematic validation of assessments practices and judgments

- a. Schedule dates of assessment validation are as follows:
 - i. Validation of each training product at least once every five years and validate 50% of products within the first three years of every cycle of five years, depending on the risks of the training products including those risks identified by ASQA.
- b. Identify which training product will be validated
- c. Identify the facilitator and participants in validation activities to be comprised by one or more persons who are not directly involved in the delivery and assessment of the training product to be validated; and who have:
 - i. vocational competencies and current industry skills relevant to the assessment being validated;
 - ii. current knowledge and skills in vocational teaching and learning; and
 - iii. the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTOs 2015. Industry experts may be involved in validation, if required.
- d. Outline how the outcomes will be documented and who will act on them

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Transition of training products

When a training product on the scope of registration of HIC is superseded, the following will apply:

- a) All learners' training and assessment are to be completed and the relevant AQF certification is issued; or
- b) Learners are transferred into the new training product within one year from the date the new training product was released in the New Register.

If a training product is no longer current and has not been superseded

All learners training and assessment will be 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

If a skills set, unit of competency, accredited short course or module is no longer current and has not been superseded

- all learners' training and assessment will be 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.
- A new learner will not commence training and assessment in a training product that has been removed or deleted from the National Register on HIC scope.
- The requirements of the above clause will not apply where a training package requires the delivery of a superseded unit of competency.

Review of Training and Assessment Strategies (TAS)

- a. Each TAS will be reviewed as required, and at least annually to ensure its currency and validity. This will be undertaken by the Course Coordinator.
- b. Key stakeholder feedback will be utilised in the annual review of its Training and Assessment Strategies.
- c. Assessment Validation and Moderation audit summaries will be considered in the annual review of all Training and Assessment strategies.

RELATED DOCUMENTS			
ESOS	National Code Standard 2, 8		
Standards for Registered Training Organisations 2015	Standard 1		
POLICIES	Orientation ; Critical Incident; Code of Conduct; Course Progress; DHA Notification Policy and procedure; Complaints and appeals; Student welfare and support; Work based training and assessment ; Transition		
Last Updated	Jan 2019	Updated by	JW