Training and assessment

Training and assessment strategies and practices are implemented, monitored and evaluated.

Industry engagement is undertaken.

Effective assessments are conducted.

Skilled educators and assessors are employed, and where needed, are supervised. Experts are employed to teach educators and assessors.

Independent validation of training and assessment qualifications is undertaken.

Transition from superseded training products is managed.

Reference	*Standards for Registered Training Organisations 2015.*
Clause/s	1.1 Training and assessment strategy is consistent with the accredited course
	1.2 Amount of training is determined
	1.3 Sufficient resources are secured
	1.4 All requirements of the accredited course are met
	1.5 Training and assessment is industry informed
	1.6 Results from industry engagement are used
	1.8 Assessment system complies with the accredited course
	1.9 Assessment practices and judgements are systematically validated
	1.10 Each product on scope is validated
	1.11 Qualified persons undertake validation of assessment practices and judgements
	1.12 Recognition of prior learning is offered
	1.13-1.15 Training and assessment is undertaken by qualified persons
	1.16 Trainer and assessor professional development system is in place
	1.17-1.20 Trainer/assessor working under supervision
	1.26-1.27 Assist learners through superseded training
	2.2 Training and assessment strategies are systematically monitored
	8.2 Third parties under MoU cooperate with the VET regulator

Internal reference	Assessment marking flowchart Clinical educator induction manual Clinical educator qualifications matrix Clinical educator professional development register and plan
Version control	2.0
Version history	Major review of RTO policy manual to meet our student-centred approach.
Document review date	December 2019
Document file path	J:\QCMHL\CORP GOV\STANDARDS\QUALITY\RTO-Manual\4_TrainingAssessment
Document author	Pauline Bryan, Quality and Compliance Coordinator
Authority	RTO CEO/Director, Learning Centre endorses all training and assessment system strategies and practices.

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Authorised to implement	
RTO Chief Executive Officer	Jeanette Pittaway, Acting Director
RTO Chief Executive Officer signature	
Date signed	14/02/2019.

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Acronyms

AQF	Australian Qualifications Framework
CEO	Chief Executive Officer
HMA	High managerial agent
LMS	Learning management system
MoU	Memorandum of understanding
NVR	National vocational education and training regulator
NRT	Nationally recognised training
RPL	Recognised prior learning
RTO	Registered training organisation
TAS	Training and assessment strategy
VET	Vocational education and training
WMH	West Moreton Health

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About us

West Moreton Hospital and Health Service (West Moreton Health (WMH)) is a registered training organisation (RTO) (provider number 40745), with the nationally accredited course, 10120NAT Course in Observing and Documenting a Mental State Examination, on our scope. The course is accredited by the Australian Skills Quality Authority, and listed on the national register <<https://training.gov.au/Organisation/Details/40745>>.

The Queensland Centre for Mental Health Learning (Learning Centre) is the unit within the WMH authorised to deliver training to mental health, and other health, professionals seeking core mental health education. Complementary to the accredited course, the Centre delivers a range of courses offering practical foundation knowledge for staff working with people experiencing mental health problems, as well as specific skills focusing on consumer safety and mental health recovery.

Whilst Queensland Health mental health staff are our primary target audience, training is available, and highly appropriate to:

- clinicians, practitioners and workers from other Queensland Health services who provide a service to, or support, people experiencing mental health issues
- mental health clinicians/practitioners from other Government services and departments
- mental health clinicians/practitioners of non-Government (private) services
- staff and support services who work with consumers of mental health services in other capacities, or who in their line of work assist people experiencing mental health problems
- university students on placement in mental health services.

Contact details

Phone:	(07) 3271 8837
eMail:	qcmhltraining@health.qld.gov.au
Web:	https://www.qcmhl.qld.edu.au/

Accredited course overview

The course consists of one unit of competency, MSEDOC001 observe and document a mental state examination. The course was developed to address an industry need and does not have the depth to provide a full qualification. A statement of attainment is provided upon full attendance at the one-day course, and successful completion of the assessment. Alternatively, a learner may prefer to undertake the recognised prior learning (RPL) process. Upon successful completion of the RPL process the statement of attainment is issued.

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1. Industry informed training – accredited training

Industry consultation

Industry stakeholders are formally consulted during the development/review of the accredited training product, assessment system and validation/moderation meetings. The centre aims to engage a stakeholder from each professional discipline and a consumer and/or carer. For each product on scope, industry stakeholders may differ. Appropriate multi-disciplinary representation is sourced from, for example:

- community groups
- people with lived experience/carers
- employers/qualified industry workers from multi-disciplines
- industry associations
- licensing bodies
- skills councils
- unions.

For each product on scope, industry representatives are engaged to participate in a product review. A new product undergoes a full review, 12 months after the first delivery, and approximately 12 months before the five-year expiration period.

Decisions on whether industry representative suggestions are implemented, or not, are recorded in the relevant meeting records. Communications between, and feedback from, industry representatives are retained with the respective files for each product on scope. Industry representatives are given timely information regarding the outcomes from their suggestions.

Evidence to demonstrate industry consultation was completed is retained on the network, within the respective product files.

How industry feedback is used

The purpose of industry engagement is for stakeholders to:

- provide feedback relevant to the development and/or review of training and assessment strategy/ies
- gauge required educator and assessor skills and knowledge
- identify appropriate resources
- identify industry specific needs.

2. Training and assessment system – accredited training

Training and assessment approach

Each product on scope has a corresponding training and assessment strategy (TAS).

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Development of training and assessment strategy

Each TAS is established by a TAS development team. The program manager appoints the team and lead developer. The lead developer is to retain clear and comprehensive documentary evidence showing valuable consultation took place.

The TAS development team:

- identifies training package/accredited course requirements for each product on scope
- identifies industry stakeholders for involvement in the development process. Stakeholders must be involved in decision making about TAS processes to ensure products and services meet industry needs
- conducts industry stakeholder consultation either in person or via telephone, and records content of these communications
- completes the industry engagement component of the TAS
- conducts risk analysis, by considering risks that may impact on the assessment process, for example:
    - environmental
    - legal
    - physical
    - emotional
    - compliance
- decides validation and moderation processes
- lists resource requirements.

Where an employability skills summary exists in the product, it captures key aspects of employability skills important to the job roles covered by the qualification. In these cases, employability skills and associated pathways/career outcomes, are included in the TAS.

Consistent training and assessment strategy

Each TAS is consistent with the respective accredited product requirements and clearly identifies important aspects, including:

- the training product to which it relates
- compliance with product requirements
- the mode of delivery (e.g. face-to-face, online, workplace training)
- target learner group and characteristics
- training tailored to target learner needs
    - capacity for reasonable adjustment in qualification
    - capacity for RPL
- compliance with mandatory entry requirements, pre-requisites and licensing requirements applicable to the product being delivered, for example:
    - language, literacy and numeracy requirements

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- technology literacy requirements

- mapping learning and assessment activities to each unit of competency, or cluster, and show how these are sequenced and structured
- delivery over an acceptable duration, consistent with the AQF volume of learning
- how assessment resources are accessed
- which assessment methods are used
- when assessment is undertaken
- reasonable adjustment details
- all learning resources
- human resources required and available to deliver training and assessment
- any physical resources required
- consistency with advertising and delivery of training.

Amount of training

The TAS details the amount of training provided, consistent with the requirements of the product on scope.

The amount of training provided is determined by considering:

- existing skills, knowledge and experience of a learner
- mode of delivery
- number of units and/or modules being delivered as a proportion of a full qualification, where a full qualification is not being delivered.

This enables each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Each TAS details the amount of supervised and non-supervised hours that make up the amount of training, and offers RPL.

Compliant assessment system

Accredited training

The assessment system (including recognition of prior learning) ensures assessment complies with requirements of the relevant product on scope, and is conducted in accordance with the principles of assessment and rules of evidence.

Assessment tasks, and the respective evidence collected, align with tasks specified in the unit of competency. Tasks are industry informed to support valid assessment.

Marking guides are written against each assessment task to guarantee reliability.

Sufficient assessment evidence is collected to confirm the candidate's ability to undertake all tasks within each unit of competency.

Authenticity of assessment evidence from face-to-face training is guaranteed, as it is collected from each candidate on the day of training/assessment.

Further assessment evidence requests are made to the candidate's email account, with responses received from the same account, or through competency conversation between the assessor and the candidate

Reasonable adjustment provides no unfair advantage to any candidate.

The candidate's competency is based on assessing current evidence of their skills and knowledge. In the case of RPL, evidence submitted is assessed and authenticated to ensure it meets current industry standards.

Important: Where a learner leaves the training session prior to undertaking the assessment component they are deemed 'not yet competent'. If a learner does not fully complete the assessment component the option to complete the assessment at an agreed date is at the discretion of the educator and their ability to arrange a suitable environment where assessment can be undertaken. Each case is considered on its own merit.

Assessment tools

A standard set of terms are used in training and assessment resources to create consistency and shared understanding. They are deliberately broad to allow maximum flexibility when it comes to developing assessment tools.

Assessment tools include the following components:

- context and conditions of assessment
- tasks administered to the learner
- an outline of the evidence gathered from the candidate, and
- evidence criteria used to judge the quality of performance (e.g. the assessment decision-making rules/marking guide).

Learning Centre staff who develop training assessment tools ensure the tools:

- meet requirements of the unit of competency/ies
- are valid, reliable, sufficient, flexible and fair
- reflect current workplace practice
- reflect the appropriate performance standard for the level of competency
- can be adequately resourced in all locations
- can be adapted where there is a case for reasonable adjustment.

Assessment instrument

Each assessment instrument contains specific questions or activity/ies used to assess competence. The assessment instrument assesses the four dimensions of competency:

1. Task skill: performing the skill to industry standard
2. Task management: balancing different tasks within the job
3. Contingency management: responding to problems and changes in routine
4. Job/role management: performing according to job/enterprise expectations.

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Assessment method

Not all assessment methods are applied to each assessment task, however, multiple methods are available. These include:

- Knowledge test: multiple choice questions, short answer or essay, usually under supervised and/or timed conditions, these may be written, oral or open-book.
- Documents: a learner may be asked to present previously completed documents as evidence, a supervisor's verification is also a document.
- Competency conversation: interviews may be conducted face-to-face, by telephone or web conference.

Other methods available include:

- Demonstration: any off-the-job practical display, including role-play, simulation and performance of a skill.
- Presentation: oral presentation to an audience during training, or on video, these differ from demonstration as not actually demonstrating a skill.
- Project: a report provides information about something that has happened, usually done in the learner/learner's own time and submitted for assessment, a reflective journal is a type of report.
- Work observation: when the assessor observes the candidate doing their job to see they are completing the tasks appropriately, may be videoed and presented as evidence.

Recognition of prior learning

The RPL statement and application kit is freely available from the centre's website. Any learner wishing to apply for RPL must complete the RPL candidate kit and submit to the centre, for assessing.

A qualified educator/assessor is assigned to manage each RPL application. RPL assessment decisions are recorded in the learning management system with results documentation available to the applicant upon completion of the assessment process.

Fees

RPL fees are charged at the one-day face-to-face training rate, to cover costs associated with securing an assessor to undertake the process. If an applicant is deemed to not achieve RPL they are offered a place at face-to-face training free of charge.

Learners are not required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process. Where a learner provides suitable evidence that they have successfully completed a unit or module with any RTO, the Learning Centre provides credit for that unit or module.

Validation system

The five-year validation plan ensures ongoing systematic validation of assessment practices and judgements against each product on scope. For each product, the plan specifies:

- when the training and assessment strategy is validated
- when validation of the assessment tool occurs

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- when validation of assessment evidence and judgements occur
- who is to lead and participate in each validation activity
- where validation meeting reports detailing outcomes of validation are saved
- that validation meeting reports are used to improve the assessment system.

Transition from superseded training

To best meet the needs of our learners and of industry, learners will be transferred from superseded qualifications into a replacement qualification as soon as possible. To ensure only current accredited training packages and/or accredited courses are delivered, transition from superseded products will be managed within 12 months of their publication on the national register.

In managing superseded training, we abide by requirements of the *National Vocational Education and Training Regulator Act 2011* (the Act).

The following practices will be followed:

- delivery/assessment of all accredited training will be within the current scope of registration
- a strategy to 'teach out' a qualification or accredited course, or transition learners to a new qualification within designated timeframes will be developed
- ensure learners are not enrolled in any qualification/course that adversely affects their opportunities for employment, residency status and/or future study pathways
- provide timely and adequate advice and guidance to learners if the qualification or course in which they are enrolled is superseded/deleted/expired
- ensure learners are given the opportunity to transfer to replacement training package qualifications/accredited course or other currently accredited training packages or accredited courses
- educators, assessors and learners will be immediately made aware of changes
- marketing materials will be altered accordingly
- timely application to have a new training package qualification, unit/s of competency and/or accredited course/s added to the scope of registration

Where there is no clearly identified replacement qualification for learners to transfer to, the guiding principle will be what best meets the needs of the learner. If completing the qualification is the best path for the learner, all training, assessment and issuance of certification will be completed within two years of the date the qualification is removed.

No new learner will be permitted to enroll, or commence training or assessment, from the date a qualification, unit, module or skill set is removed or deleted from the National Register.

Monitor and validate the training and assessment strategy

Each TAS is validated 12 months after it was first introduced, and then at a minimum of once every five years to ensure it remains relevant and effective.

Note: This document will be updated if a full qualification is added to our scope.

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Assessment validation panel

Panel members may not necessarily be employees of the Learning Centre, however, as a group, they hold:

- vocational competencies relevant to the level being validated
- current industry skills
- current knowledge and skills in vocational teaching and learning
- TAE40110 Certificate IV in Training and Assessment (or its successor).

A completed copy of the validation report is signed by each panel member and includes examples of assessments tools.

All assessment validation audit findings contributing to the annual review of the training and assessment strategy/ies are identified within the respective report, with an action plan developed to address findings.

All validation documentation is collected and saved on the network.

Documentation provided to the panel, to assist with validation includes:

- results of satisfaction surveys/evaluation report/s
- qualitative feedback
- educator and assessor feedback
- quality indicator summary report
- validation/moderation results
- complaints/appeals
- course fidelity checks
- educator peer observation reports (upon approval from the respective educator to use the report)
- continuous improvement recommendations

Validation of assessment tools

Validation of assessment tools determine if:

- procedures are clear, appropriate and reflect workplace practice
- instruments are valid, reliable, fair, sufficient and flexible
- marking guides assist with comparability of assessment across assessors
- exemplars are realistic examples of acceptable levels of competence
- RPL kit is current and reflects the above points.

Validation and moderation of assessment practices and judgements

A systematic approach is undertaken to the validation and moderation of assessment practices. In accordance with ASQAs *Conducting Validation* fact sheet, validation/moderation is undertaken on a random selection of learner assessments.

Validation/moderation meetings are scheduled to ensure the ASQA requirement is met for the number of assessments to be validated/moderated each year.

Qualified persons

The validation/moderation group consists of one or more persons not directly involved in the instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated/moderated
- current knowledge and skills in vocational teaching and learning
- the required training and assessment qualification or assessor skill set.

An educator/assessor who delivered/assessed the sample being validated:

- can participate in the validation process
- cannot conduct the validation on their own
- cannot determine the validation outcome for any assessment judgements they made
- cannot be the lead validator of the group.

Industry experts may be involved in validation/moderation meetings.

Moderation

The purpose of moderation is to ensure consistency and comparability of assessment judgements across assessors.

When more than one person conducts assessment in a unit of competency/qualification, these assessors regularly meet to compare assessment methods.

At these meetings, assessors exchange and compare their assessment methods, tools, evidence and judgments, and confirm the principles of assessment and rules of evidence are being used, when required.

Validation/meeting process:

- assessments are marked by assessors who then compare and discuss their judgements
- the marking guide, and exemplars, are used
- any examples of assessment work that may be judged as a borderline case, or raises a question, are discussed through to an agreed resolution
- assessors are to recommend changes to strengthen the assessment instrument and/or moderation process through reporting on the meeting report form
- the meeting report is signed by group members, the lead assessor, program manager and RTO CEO/Director, Learning Centre before being saved on the network
- after the report is signed, any recommendations for change are recorded in the continuous improvement register.

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Course fidelity system

Course fidelity observation is undertaken by the program manager or instructional designer. This quality mechanism ensures any or all the following:

- training delivery modes, set out in the training and assessment strategy, are the methods used
- suitability of training materials and other resources
- training is delivered appropriately and according to the course schedule and resources
- consistent assessment methods and practices.

3. Educators and assessors

Competencies

Recruitment, selection and appointment of educators and assessors is compliant with relevant legislation, regulations and guidelines. Educator and assessor credentials are verified by their line manager prior to commencement of employment to ensure staff with required skills and experience are employed. Each educator/assessor is to provide original (or JP endorsed) copies of their qualification/s, including vocational competencies at least equivalent to the level at which they are assessing.

Staff recruited without the required skills are supported to attend relevant training.

Training and assessment of accredited training is undertaken by persons who have:

- TAE40110 Certificate IV in Training and Assessment or its successor
- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment.

Where a person conducts assessment only, that person has:

- TAE40110 Certificate IV in Training and Assessment or its successor; a diploma or a higher-level qualification in adult education; or
- TAESS00001 Assessor Skill Set or its successor.

Any staff member providing training and assessment services for/on behalf of the Learning Centre holds the required training qualifications.

Professional development of educators and assessors

Educators and assessors are supported to:

- update their training and assessment qualification, as directed by the VET regulator
- undertake activities relevant to the VET sector
- undertake annual industry placement, relevant to the accredited training being delivered.
- attend at least two skills-update sessions annually
- familiarise themselves with resources in the Learning Centre library
- remain informed of changes to their subject material.

Educators and assessors must record their VET professional development activities, on an annual basis, in their individual portfolios.

Educators and assessors must maintain current registration with their respective professional body, or eligibility for registration. They are to participate in the staff performance, planning and appraisal system (PPA). PPA sessions are undertaken with their line manager and may include:

- review of position descriptions
- review of competencies
- monitoring of compliance to professional practice
- assessment of learning and development needs
- provision of adequate resources for learning and development
- management of identified performance needs.

Educators/assessors maintain currency of their vocational education and training skills through e.g., in-house sessions; subscription to newsletters; peer sessions.

Industry placement – educators/assessors

To maintain current industry skills and knowledge, educators and assessors undertake a mandatory one/two-week industry placement relevant to the respective accredited training product.

A formal placement agreement is completed between the educator/assessor and the host workplace. This agreement details obligations and expectations whilst on placement.

Post industry placement, educators/assessors:

- share with peers the knowledge, ideas and skills gained from the placement experience
- complete the industry placement report detailing learning outcomes, and
- submit the report to the program manager for review/discussion, and signing.

The completed/signed report is saved against the educator/assessor file on the network.

Peer observation

The peer coaching arrangement is a confidential process between two or more facilitators. As there are numerous approaches to peer observation, the intricacies of an arrangement are made between the facilitators involved.

Examples of approaches include:

1. two or more facilitators meet to:
    - reflect on their current practices
    - expand, refine and build new skills
    - share ideas and
    - teach one another.
2. The facilitator inviting the peer observation, identifies the focus of the observation, guidelines for behavior during the observation session, the form of reporting, parameters of the discussion and the date and time of the observation. Generally, there is a pre-meeting, the observation session then a post-meeting.

3. All facilitators share teaching experiences and pedagogical knowledge. This collaborative engagement is not an advice-giving session.

TAE educators

Should the Learning Centre add a qualification or skill set from the training and education training package (or its successor) the centre will ensure all educators and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.

Educators under supervision

If an individual, who is not a qualified educator or assessor is engaged, the individual works under the supervision of a qualified educator, and does not determine assessment outcomes.

An individual working under the supervision of an educator/assessor holds the required skill set and demonstrate equivalence of the following competencies:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided.

The RTO CEO/Director, Learning Centre determines and takes responsibility for:

- the level of the supervision required
- any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence
- when educators/assessors providing supervision are accountable for training provision and collection of assessment evidence by the individual under their supervision.

Third parties

A third party is any party providing a service on behalf of the Learning Centre, but does not include a contract of employment between the centre and its employee.

A service is explained as providing training, assessment, educational and support services, and/or activities related to the recruitment of prospective learners. It does not include services such as learner counselling, mediation or information and communication technology support.

Services provided on our behalf by a third party are subject to a written agreement. All written agreement proposals are reviewed, and prepared by, the RTO HMA/Business Development Manager, Learning Centre.

In establishing a third party partnering agreement (a.k.a. sub-contract or memorandum of understanding) the RTO CEO/Director, Learning Centre ensures each agreement clearly documents:

- the extent of mutually agreed conditions for training and assessment
- the provision of due diligence for the Learning Centre to regularly monitor their performance and progress
- responsibilities of each entity
- duration and conditions for termination
- requirements to cooperate with the VET regulator.

All partnership arrangements are recorded using the approved WMH memorandum of understanding (MoU). Each MoU is signed by approved dignitaries from each party. After it is signed by all dignitaries, it is saved on the network and made available to ASQA upon their request.

At commencement of each partnership arrangement the RTO CEO/Director, Learning Centre advises the quality and compliance coordinator to provide written notice of the arrangement to the VET regulator within 30 days of the partnership commencing.

At cessation of each partnership arrangement the RTO CEO/Director, Learning Centre advises the quality and compliance coordinator to provide written notice of the cessation of the arrangement to the regulator within 30 days of the partnership ceasing.

All marketing clearly identifies if a third party is recruiting prospective learners on behalf of the Learning Centre.

If a third party is delivering a service on behalf on the Learning Centre, this is clearly communicated/marketed to learners.

Services provided by a third party, on behalf of the Learning Centre, are monitored through a regular desk-top audit, and/or course fidelity observation and educator (peer) observation sessions.

4. Training and assessment system – 'non-accredited training'

Training and assessment strategy

There is currently no training and assessment strategy for non-accredited, assessed training.

Assessment system

Assessment tasks are industry informed to support valid assessment. Marking guides are written against each assessment task to guarantee reliability.

Authenticity of assessment evidence from face-to-face training is guaranteed as it is collected from each candidate on the day of training/assessment. Further assessment evidence requests are made to the candidate's email account, with responses received from the same account, or through competency conversation between the assessor and the candidate

Reasonable adjustment does not provide any unfair advantage to a candidate.

The candidate is assessed against current evidence of their skills and knowledge.

Important: Where a learner leaves the training session prior to undertaking the assessment component they are deemed 'unsuccessful'. If a learner does not fully complete the assessment component the option to complete the assessment at an agreed date is at the discretion of the educator and their ability to arrange a suitable environment where assessment can be undertaken. Each case is considered on its own merit.

Assessment tools

A standard set of terms are used by the Learning Centre to create consistency and shared understanding. They are deliberately broad to allow maximum flexibility when it comes to developing assessment tools.

Assessment tools include the following components:

- tasks administered to the learner
- an outline of the evidence gathered from the candidate, and

- evidence criteria used to judge the quality of performance (e.g. the assessment decision-making rules/marking guide).

Training assessment tools:

- are valid, reliable, sufficient, flexible and fair
- reflect current workplace practice
- reflect the appropriate performance standard for industry.

Assessment instrument

Each assessment instrument contains specific questions or activity/ies used to assess knowledge and skills against the training delivered.

Assessment method

Not all assessment methods are applied to each assessment task, however, multiple methods are available. These include:

- Knowledge test: multiple choice questions, short answer or essay, usually under supervised and/or timed conditions, these may be written, oral or open-book.
- Documents: a learner may be asked to present previously completed documents as evidence, a supervisor's verification is also a document.
- Competency conversation: interviews may be conducted face-to-face, by telephone or web conference.

Other methods available are:

- Demonstration: any practical display that happens off-the-job including role-play, simulation and performance of a skill.
- Presentation: oral presentations may be made to an audience during training, or on video, these differ from demonstration as not actually demonstrating a skill.
- Project: a report provides information about something that has happened, usually done in the learner/learner's own time and submitted for assessment, a reflective journal is a type of report.
- Work observation: when the assessor observes the candidate doing their job to see that they are completing the tasks appropriately, may be videoed and presented as evidence.

Validation and moderation of assessment practices

A systematic approach to the validation and moderation of assessment practices and judgements are undertaken on a random selection of learner assessments. This selection will meet ASQA sample size requirements.

The validation/moderation group consists of one or more educators not directly involved in the instance of delivery and assessment of the product being validated.

Industry experts may be involved in validation/moderation meetings. An educator/assessor who delivered/assessed the sample being validated:

- can participate in the validation process
- cannot conduct the validation on their own

- cannot determine the validation outcome for any assessment judgements they made
- cannot be the lead validator of the group.

Validation

Educators undertake a quality review of the centre assessment system to ensure the system produces consistent and valid assessment judgements. The assessment judgement must confirm the candidate holds all the knowledge and skills described in the accredited course.

Validation of the assessment system checks that the tools produce valid, reliable, sufficient, current and authentic evidence that allows assessors to make reasonable adjustments about whether the accredited course requirements have been met. Recommendations from validation are recorded and acted upon.

Moderation

The purpose of moderation is to ensure consistency and comparability of assessment judgements across assessors. When more than one person conducts assessment, these assessors must meet regularly to exchange and compare their assessment methods, tools, evidence and judgments, and confirm the principles of assessment and rules of evidence are being used, when required.

Meeting process:

- new assessments are marked by assessors who then bring their judgements to the meeting for comparison and discussion with other assessors
- assessors discuss marking against course document, marking guide and exemplars
- any examples of assessment work that may be judged as a borderline case, or raise a question, are discussed through to an agreed resolution
- assessors are to recommend changes to strengthen the assessment instrument and/or moderation process through reporting on the meeting report
- the meeting report is signed by group members, the lead assessor, program manager and RTO CEO/Director, Learning Centre before being saved on the network.

Course fidelity

Course fidelity observation is a quality mechanism used to ensure any or all the following:

- training delivery modes set out in the training and assessment strategy are the methods being used
- training materials and other resources are suitable
- training is delivered appropriately
- assessment methods and practices are consistent.

Course fidelity is undertaken by the program manager or instructional designer.

Industry engagement

Industry representatives review and/or participate in the development of training products. Appropriate multi-disciplinary representation is sourced from, for example:

- community groups
- people with lived experience/carers

- employers/qualified industry workers from multi-disciplines
- industry associations
- licensing bodies
- skills councils.

Industry stakeholders are invited to participate in the consultation process through written invitation (eMail). The centre aims to engage a stakeholder from each professional discipline and a consumer and/or carer.

Industry stakeholders review all resources used in training, for example:

- participant manual
- facilitator guide/information manual
- assessment
- marking guide
- training resources (including videos).

Evidence to demonstrate industry consultation was undertaken is retained on the network. Evidence includes:

- stakeholder invitation list and record of responses
- stakeholder communications
- meeting records
- action records
- items recorded in the continuous improvement register
- reporting framework.

How industry feedback is used

The purpose of industry engagement is for representatives to:

- provide feedback relevant to the development and/or review of training and assessment strategy/ies
- gauge required educator and assessor skills and knowledge
- identify appropriate resources
- identify industry specific needs.

Industry feedback is considered at the development and/or review of each training product. Decisions on whether their suggestions are implemented, or not, is recorded in the relevant files for each product. Communications between, and feedback from, industry representatives is retained with the respective files. Industry representatives are given timely information regarding the outcomes from their suggestions.

Educators and assessors

Recruitment, selection and appointment of educators and assessors is compliant with relevant legislation, regulations and guidelines. Recruitment practices are evaluated and adapted to changing service needs. Educator and assessor credentials are verified prior to commencement of employment

to ensure staff with required skills and experience are employed.

Staff recruited without the required skills are supported to attend relevant training.

Professional development of educators and assessors

Educators and assessors maintain accurate, current and complete staff professional development records, on an annual basis.

Educators and assessors participate in the staff performance, planning and appraisal system (PPA). PPA sessions are held with their line manager and may include:

- review of position descriptions
- review of competencies
- monitoring of compliance to professional practice
- assessment of learning and development needs
- provision of adequate resources for learning and development
- management of identified performance needs.

Educators/assessors must maintain currency of their skills and knowledge through undertaking professional development in:

- their respective professional fields of the knowledge
- annual industry (clinical) placement.

Each educator/assessor is to:

- provide original (or JP endorsed) copies of the required qualification/s
- attend clinical placements for a total period of 1-2 weeks each year to ensure currency of industry knowledge
- record the above in their individual CPD evidence portfolio.

The Learning Centre supports educators/assessors in:

- undertaking annual industry placements relevant to the accredited training being delivered.

Educators/assessors are:

- encouraged to attend at least two skills-update sessions annually
- to familiarise themselves with resources in the Learning Centre library
- required to keep themselves informed of current information relating to their subject material
- to distribute information at staff meetings, to enable their research/feedback to be used for future training.

Industry placement – educators/assessors

To ensure the Learning Centre educators/assessors maintain current industry skills and knowledge, they must undertake a mandatory one/two-week industry placement. In planning industry placements, educators/assessors must liaise with:

- the program manager for all placement negotiations
- the program manager to discuss learning goals while on placement, and

- the industry placement/host manager to discuss suitability of the placement.

A formal placement agreement is completed by the educator/assessor and the host workplace. This agreement details obligations and expectations whilst on placement. It is the program manager's responsibility to ensure educator/assessors fully complete this agreement.

Post industry placement, educators/assessors are to:

- share with peers the knowledge, ideas and skills gained from the placement experience
- complete the industry placement report detailing learning outcomes
- submit the report to the program manager for review/discussion, and signing

The completed/signed report is saved against the educator/assessor file on the network.

Peer coaching

Peer coaching is a confidential process whereby two or more facilitators agree to a coaching session. The intricacies of an arrangement are made between the facilitators involved. There are numerous approaches to peer observation, including:

1. two or more facilitators meet to:
    - reflect on their current practices
    - expand, refine and build new skills
    - share ideas and
    - teach one another.
2. The facilitator inviting the peer observation, identifies the focus of the observation, guidelines for behavior during the observation session, the form of reporting, parameters of the discussion and the date and time of the observation. Generally, there is a pre-meeting, the observation session, then a post-meeting.
3. All facilitators share teaching experiences and pedagogical knowledge. This collaborative engagement is not an advice-giving session.

Third parties

The centre acknowledges that a third party is any party providing a service on our behalf, but does not include a contract of employment between an RTO and its employee.

A service is explained as providing training, assessment, educational and support services, and/or activities related to the recruitment of prospective learners. It does not include services such as learner counselling, mediation or ICT support.

The Learning Centre ensures where services are provided on our behalf by a third party, the provision of these services is subject to a written agreement. All written agreement proposals are reviewed, and prepared by, the RTO HMA/Business Development Manager, Learning Centre.

In establishing a third party partnering agreement (a.k.a. sub-contract or memorandum of understanding) the RTO CEO/Director, Learning Centre ensures each agreement clearly documents:

- the extent of mutually agreed conditions for training and assessment
- the provision of due diligence for the Learning Centre to regularly monitor their performance and progress

- responsibilities of each entity
- duration and conditions for termination
- requirements to cooperate with the VET regulator.

All partnership arrangements are recorded using the approved West Moreton Health memorandum of understanding (MoU). Each MoU is signed by approved dignitaries from each party. After it is signed by all dignitaries, it is saved on the shared network and made available to ASQA upon their request.

At commencement of each partnership arrangement the RTO CEO/Director, Learning Centre advises the quality and compliance coordinator to provide written notice of the arrangement to the VET regulator within 30 days of the partnership commencing.

At cessation of each partnership arrangement the RTO CEO/Director, Learning Centre advises the quality and compliance coordinator to provide written notice of the cessation of the arrangement to the regulator within 30 days of the partnership ceasing.

All marketing clearly identifies if a third party is recruiting prospective learners on behalf of the Learning Centre.

If a third party is delivering a service on behalf on the Learning Centre, this is clearly communicated/marketed to learners.

Services provided by a third party, on behalf of the Learning Centre, are monitored through regular desk-top audit, and/or course fidelity check and educator (peer) observation sessions.

5. Unplanned leave

In the event a Learning Centre educator assigned to deliver a training session takes unplanned leave, the process below is followed:

1. Educator is to contact the RTO CEO/Director, Learning Centre (or person acting in this position) to advise of unplanned leave, and location of any undocumented plans for the training session assigned to them
2. RTO CEO/Director, Learning Centre is to decide whether the training session is to go ahead, after ascertaining enrolments and availability of replacement educator
3. RTO CEO/Director, Learning Centre to advise positions listed below, to enable the respective processes to be put in place:
    a. Co-facilitator (if in place)
    b. Training support assistant to:
        - contact enrolled learners and advise on new facilitator
        - make necessary amendment in the LMS
    c. Logistics officer to:
        - contact venue coordinator
        - if in place, amend catering arrangements
        - where necessary, amend travel and/or accommodation arrangements
    d. Business support officer, where relevant, to arrange return of materials
    e. Research officer, to make necessary amendments to evaluations.

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Responsibilities

RTO CEO/Director, Learning Centre

- Ensures a TAS is developed for each product on scope, and that each TAS meets product training and assessment requirements.
- Approves each TAS before it is implemented.
- Approves industry engagement plans for each product on scope, and the appropriate use of industry recommendations.
- Ensures training and assessment is relevant to the needs of industry, and informed through feedback from industry engagement.
- Endorses the assessment validation plan for each product on scope.
- Reviews and endorses the assessment validation report.
- Ensures RPL is offered for each product on scope.
- Endorsement of the RPL process.
- Ensures relevant and appropriate services and resources are available and accessible to learners.
- Ensures training facilities, resources and equipment, support training and assessment of learners.
- Ensures all arrangements for training and assessment meet accredited course/training package requirements.
- Directs the employment of sufficient, and fully qualified educators and assessors.
- Ensures, where required, educator/assessor supervision arrangements are in place.
- Ensures a systematic monitoring and evaluation plan is in place for all training and assessment strategies and practices.
- Ensures all third-party agreements include a clause requiring the third party to cooperate with the VET regulator.
- Ensures all third-party agreements include a clause covering monitoring of service provision and participating in internal audit.
- Ensures internal audit practices include systematic evaluation of the training and assessment system.
- Endorses the training and assessment practice document.
- Supports professional development of educators/assessors.
- Ensures a transition plan is in place to support learners through superseded training.

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RTO HMA/Program Manager, Learning Centre

- Endorses the industry consultation plan for the training and assessment strategy development/review.
- Confirms the training and assessment strategy aligns with industry requirements.
- Confirms the training and assessment strategy includes volume of learning, resources, training and assessment system and review processes.
- Monitors, reviews and progresses continuous improvement records.
- Ensures stakeholder feedback is recorded in the continuous improvement register.
- Ensures assessment plan and tools align with the accredited course, principles of assessment and rules of evidence.
- Ensures educator vocational competency meets requirements, with individual details recorded in a matrix.
- Development of educator/assessor professional development plan.

RTO HMA/Research and Systems Manager

- Ensures stakeholder feedback is recorded and used to continually improve training and assessment strategies and practices.

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How we meet the RTO Standards

Application of this policy/procedure is detailed in relevant staff desktop manuals.

- Industry stakeholders are engaged in the development and review of training and assessment strategy(ies) to ensure the strategy(ies) align with industry requirements.
- Feedback from stakeholders is recorded and analysed. After consideration and discussion recommended changes are made to the training and assessment strategy (ies).
- Training and assessment strategy(ies) are included in the internal annual audit, with findings included in the report.
- Training and assessment strategy(ies) are validated, as detailed in the five-year validation plan.
- An annual validation report of each training and assessment strategy is developed and submitted to RTO management.
- Training and assessment strategy(ies) target a specific learner cohort and is tailored to their needs.
- Training and assessment strategy(ies) include volume of learning, resources required, training and assessment system, and overview of processes.
- Learning and assessment activities align to each unit of competency.
- The training and assessment strategy complies with mandatory entry requirements, prerequisites and licensing requirements, applicable to the training product being delivered.
- Each training product is delivered in an acceptable duration, consistent with the AQF volume of learning.
- Recognition of prior learning or credit transfer is offered.
- The mode of delivery can be modified, within the capability of the organisation, according to the learner's needs.
- Sufficient, qualified educators and assessors are employed to support the number of learners we deliver to.
- Sufficient learning resources, such as workbooks, session plans, presentation tools and resources are provided for each training product on scope.
- Advice is provided to learners regarding education support services.
- Arrangements for the delivery of training and assessment services meet the accredited course requirements.
- The mode of training delivery and structure of activities are industry informed.
- Course assessment tasks reflect workplace practice.
- Qualified educators and assessors have current industry skills and knowledge.
- Documentary evidence is retained of:
    - educator and assessor qualifications, including industry placements
    - industry engagement discussions/meetings.
- Educator/assessor vocational competency matrix is recorded.

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- Educator/assessor professional development register is recorded.
- Educator/assessor professional development plan is in place.
- Assessment activities meet requirements of training product on scope.
- Assessment instructions detail assessor requirements, and candidate requirements supporting fairness and flexibility.
- Assessment task evidence collected from candidates aligns with tasks specified in the unit of competency, and are informed by workplace practice (validity).
- Reliability in the assessment process is ensured through the marking guide for written assessment, and a bank of exemplars.
- Sufficient assessment evidence is collected to confirm the candidate's performance, and their ability to perform tasks specified in the unit of competency.
- Candidate assessment evidence is authenticated through their direct submission to the assessor on the day of training, and through email communication to/from personal accounts. Where neither these avenues are available, a declaration of authenticity may be sought.
- When confirming a candidate's competency, it is based on current evidence, including when submitting a recognized prior learning application for which mechanisms are in place to confirm currency of skills and knowledge.

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