



# **TRAINING AND ASSESSMENT STRATEGY**

---

## **Policy and Procedure**

---

This policy outlines the philosophical approach to be applied to the development and application of the Training and Assessment Strategy within Hallmark Institute operations. The strategy is an important document for Hallmark Institute. It is the plan by which our training and assessment is delivered. Once developed, it is continuously improved as training and assessment services are also continuously improved. It is a 'live' document and should always accurately reflect the current way in which training and assessment is being provided.

The strategy has an important relationship to other documents used to deliver training and assessment. It holds a central position as the parent document to all other documents used in training for the relevant training program. We will develop and maintain a strategy for each training program we offer. Other important documents that support the implementation of a strategy include learning resources, assessment resources and Hallmark Institute resources. Strategies are also supported by other resources such as those developed by industry, e.g. industry regulations or equipment operating instructions.



## Training and Assessment Strategies Development Procedure

In the development of strategies to support Hallmark Institute operations we apply the following guidelines:

The strategy should provide the following information:

- **Title and Context.** It should identify the training program title. It should also show what the qualification code and title (if applicable) is and the industry Training Package from where the qualification has been drawn. We will ensure that the selected Training Package is current and has not been superseded. Training Packages can be amended under a continuous improvement arrangement. This means that they can change frequently.
- **Training and Assessment Strategy Mapping.** The training and assessment strategy is a 'roadmap' for the delivery and assessment of a qualification. This part of the strategy shows how the requirements of the training package are met.
- **Clients.** The strategy should identify the target learner. As much information should be recorded about the analysis of the target learner which is gathered during industry consultation. At a minimum, information should include the following:
  - Typical employment situation such as school leaver, employed, unemployed, etc.
  - Characteristics, such as typical age, vocational experience, prior training and qualifications, physical requirements or motivation. This might be such things as to acquire new skills, to seek new employment or to obtain a particular licence. It is important for Hallmark Institute to recognise that learners will have different motivations and we will seek to understand these during the enrolment process and when tailoring training to meet a learner's needs.
  - Perceived language, literacy and numeracy (LLN) skills and how this aligns to the LLN requirements of the course.
  - Pre-requisites that apply to the course, these should be clearly listed and perhaps explain how these will be checked during enrolment.
- **Pathways for students.** This part identifies the preferred pathway into the qualification, the preferred pathway out of the qualification and any possible employment pathway from the qualification.
- **Entry Requirements.** This part identifies the Pre-requisites that apply to the course, these should be clearly listed along with the perceived language, literacy and numeracy (LLN) skills. Pathways for students.

- **Units of competency.** The strategy should clearly identify the units of competency which comprise the training program. It should also show which units are core and which units are elective.
- **Course duration and schedule.** The expected duration of the training program needs to be identified. These include a break down by units of competency and a clear statement of the indicative hours to complete the course. It should be noted that duration may vary from learner to learner depending on their choice of electives, recognised prior learning, credit transfer and method of delivery. The Standards for Registered Training Organisations say that when determining the amount of training the RTO must have regard to:
  - the existing skills, knowledge and the experience of the learner;
  - 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.
- An important guide to determining a course duration is the expected volume of learning published for each qualification in the Australian Qualifications Framework. The volume of learning for each qualification is shown below:

Cert I	Cert II	Cert III	Cert 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

### Training and Assessment Methodology

- **Modes of delivery.** The delivery methods selected for use during training should be clearly identified. These may include workplace based, residential, face to face, distance, technology based or a combination of these. Importantly, this will shape what resources Hallmark Institute develops or acquires as the supporting resources for the training program.
- **Reasonable adjustment.** This section should outline the relationship of reasonable adjustments to the assessment process. Reasonable adjustment may take into account the following:
  - Student's language, literacy, numeracy requirements;
  - Provision of personal support services, for example, reader, interpreter, scribe, support person;
  - Use of adaptive technology or special equipment;

- Flexible assessment sessions to allow for fatigue or administering of medication;
  - Adjustment of assessment materials, for example, in Braille, first language, use of audiotape/videotape;
  - Adjustments to the physical environment or venue;
  - Considerations relating to age and gender; and
  - Considerations relating to cultural beliefs, traditional practices and religious observance
- **Contextualisation.** This section outlines what contextualisation needs to happen for the training product required.
  - **RPL.** This section should outline the arrangements Hallmark Institute have in place to assess RPL applications. This includes processes of lodgement through to decision and may outline the tools and resources to be used to assess RPL.
  - **Industry Legislation.** This section outlines any industry legislation that may be involved in the delivery of the program including both state and federal legislation.

## Assessment

The assessment strategy is a critically important component of the training program strategy. It will define how evidence will be gathered from learners and demonstrate how the assessment will meet the Training Package requirements, meet the rules of evidence and be conducted in accordance with the principles of assessment. The following points characterise the general requirements of good practice assessment that are applied by Hallmark Institute:

- Evidence is gathered over time involving a number of assessments rather than on one assessment occasion.
- Evidence is gathered using a range of assessment methods to allow for differences in candidate performance.
- Evidence is gathered in the holistic performance of workplace tasks not on isolated performance which does not realistically reflect the way tasks are performed in the workplace.
- Evidence is gathered based on the candidate's own performance in a real or a simulated workplace.

In developing the content for the assessment strategy, the following is a guide for Hallmark Institute developers:

- **Assessment Method.** At the beginning of the assessment strategy, the strategy should identify the assessment methods selected to gather evidence from the candidate. The choice of assessment methods will be informed by a range of factors including the evidence guide requirements in the unit of competency, the assessment guidelines in the applicable Training Package and importantly the scope and nature of the skills and knowledge being applied. Assessment methods may include:
  - Direct observation of workplace tasks being performed
  - Development of reports and projects typically used in the workplace;
  - Structured activities that will lead to the demonstration of workplace tasks;
  - Questioning of required knowledge (verbal and/or written);
  - Development of a portfolio of evidence which may include workplace products, samples of work, statements by supervisors; and
  - Review of workplace products, samples of work.
- **Assessment Mapping.** An assessment map is a useful piece of information to include, as it provides a point of reference to all involved as to what evidence is to be collected to meet the requirements of each unit of competency. Assessment mapping will indicate the relevance of the assessment activities to the components within the applicable unit of competency. This information should provide a holistic picture of the evidence gathering which is occurring across the entire training program. In doing this, it will expose opportunities where assessment activities may be combined or clustered to create efficiencies in the assessment process. It will also demonstrate how holistic assessment may be possible to allow the assessment of multiple units of competency in one assessment event.
- **Assessment Process.** The process for assessment is simply the steps the assessor takes when gathering evidence of a student's competence. Typically, this is outlined in the assessment guide within the Training Package. It is important to note that whilst Hallmark Institute may have a set process for gathering evidence, the process does need to be negotiated with each candidate to ensure it reflects the individual needs of each person. The timing of assessment is determined by the assessor in consultation with the candidate. Assessment may begin at the conclusion of learning or may be timed to occur during a learning pathway. In some cases there is no learning and the assessor and candidate will move directly to assessment. An example of this is recognition of prior learning. A typical assessment process will include:
  - Step 1: Prepare for assessment;
  - Step 2: Prepare the candidate;

- Step 3: Plan and prepare the evidence-gathering process;
- Step 4: Collect the evidence and make the assessment decision;
- Step 5: Provide feedback on the assessment;
- Step 6: Record and report the result;
- Step 7: Review the assessment process;
- Step 8: When required, participate in the reassessment and appeals process.

This assessment processes is outlined in greater detail in the sections that follow.

- **Validation.** The validation of assessment practices is a critically important process which must be closely managed by Hallmark Institute. The validation process ensures that assessment strategies, resources and tools are continuously improved and meeting the needs of industry. Further information on validation is provided later in this section. Validation methods may include:
  - Field testing of assessment strategies, resources and tools;
  - Student and employer satisfaction surveys;
  - Internal audit of assessment strategies; and
  - Moderation meetings and forums between assessors to promote consistent judgements and interpretation of evidence.
- **Resources.** The resources section should outline the physical resources identified to deliver assessment. Key sources of information which will guide the identification of resources are the evidence guide, as included within each unit of competency, and the scope and nature of the tasks being performed. Typical resources include:
  - Simulated workplace and workshop for CPC Courses;
  - Materials relevant to a fully functioning workshop;
  - Equipment and tooling appropriate to a functioning workshop;
  - Specifications, work instructions and workplace sources of information;
  - Consumables as per Workshop specific resources and Course requirements;
  - Qualified assessor with the relevant vocational and training and assessment competence;

- Appropriate evidence gathering tools, exercises and instructions; and
- A suitable environment to support candidate performance.
- **Strategies for Evaluation.** Toward the end of the training strategy, the strategies for evaluation should be outlined that will ensure that the training program continues to meet industry requirements. Evaluation strategies may include:
  - Surveying students and trainers about their satisfaction with training;
  - Moderation between trainers to seek out and agree on strategies to improve the services to students;
  - Internal auditing by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies; and
  - Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements
- **Trainers.** At the end of the training strategy, it should clearly identify the suitable qualifications for the trainers to deliver the training. This should also include a statement about their vocational qualifications and experience applicable to the training program and their competence to deliver training in accordance with the National Skills Standards Council.
- **Assessors.** Like the training strategy, the assessment strategy should clearly identify the assessors who will be conducting the assessments. This should also include a statement about their vocational qualifications and experience applicable to the skills and knowledge being assessed and their competence to conduct assessment in accordance with the National Skills Standards Council. If a team or partnership arrangement is to be used which allows the pooling together of suitable persons to conduct the assessment, this should be clearly explained to inform the reader of what skills and knowledge (competence) each member of the team brings to the assessment.