Training and Assessment Policy

International Paramedic College will develop training and assessment strategies and practices that are consistent with Training Package or VET Accredited Course requirements and facilitate students meeting the competency requirements for the training program in which they are enrolled.

The Training and Assessment Strategy is the summary or plan of the training and assessment processes and methodologies delivered for each target group.

We understand that it is necessary to have strategies, resources and facilities for all of the training products we have on our scope of registration and that these strategies should be reviewed and revised to reflect changes in industry needs, modifications to legislation or training packages, developments in technology, resource availability and the needs of different target groups.

Strategies will also reflect feedback from Industry with regard to their skills and vocational training needs as outlined in the Industry Engagement Policy.

International Paramedic College is committed to following all Federal and State legislation, regulations and guidelines in terms of ensuring operating procedures minimize the risk of infection and transmission of Covid 19 and any other transmittable diseases as outlined in our COVId 19 Safety Plan.

Trainer and Assessor Qualifications and Currency

IPC is committed to ensuring that all Trainers and Assessors maintain currency of their training and industry skills relevant to the pre-hospital care industry.

We ensure that training and assessment is delivered only by staff and contractors including third parties, who have:

- Current credentials evidencing knowledge and skills in vocational training and learning that informs their training and assessment

- Vocational competencies at least to the level being delivered and assessed

- Current industry skills directly relevant to the training and assessment being provided

Required Credentials – Trainers and Assessors

1. **Personnel Delivering Training and Assessment**

To deliver training and/or assessment, Trainer and Assessors must hold the following:

- TAE40116 or TAE40122 Certificate IV in Training and Assessment (or its successor)

or

- TAE40110 Certificate IV in Training and Assessment, and one of the following:

– TAELLN411 Address adult language, literacy and numeracy skills or its successor or

– TAELLN401A Address adult language, literacy and numeracy skills

and <u>one</u> of the following:

– TAEASS502 Design and develop assessment tools (or its successor) or

– TAEASS502A Design and develop assessment tools

– TAEASS502B Design and develop assessment tools

2. Personnel Delivering Assessment Only:

If in any instance where a staff member conducts assessment only and does not hold the qualifications as itemised above, then they must hold:

a) A diploma or higher-level qualification in adult education

or

b) A credential issued by a higher education provider which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in one State or Territory **and** either of the following credentials:

- *T*AESS00011/TAESS00019 - Assessor Skill Set;(or successors)

- TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set (or its successor).

Or

c) **one** of the following credentials:

- TAESS00011 Assessor Skill Set (or its successor)

- TAESS00001 Assessor Skill Set and **one** of the following;

– TAEASS502 Design and develop assessment tools (or its successor)

– TAEASS502A Design and develop assessment tools

– TAESS502B Design and develop assessment tools.

Trainers and Assessors Delivering Under Supervision

In the situation where a person is engaged to deliver training and assessment who is not fully qualified (as identified above), we will ensure they work under the supervision of a qualified Trainer and/or Assessor and do not determine assessment outcomes.

Anyone working under supervision must hold:

a) One of the following skill sets (or its successor) that is relevant to the learner group:

- TAESS00003/TAESS00015 Enterprise Trainer and Assessor Skill Set

- TAESS00007/TAESS00014 Enterprise Trainer - Presenting Skill Set

- TAESS00008/TAESS00013 Enterprise Trainer - Mentoring Skill Set

- TAESS00021 Facilitation Skill Set

- TAESS00029 Volunteer Trainer Delivery Skill Set

- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set

- TAESS00020 Workplace Trainer Skill Set

- TAESS00028 Work Skill Instructor Skill Sett

- TAESS00022 Young Learner Delivery Skill Set

Or

b) A credential issued by a higher education provider which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in one State or Territory

Or

c) Be enrolled and have commenced training (and have a finishing date within two years from commencement) in the Certificate IV or Diploma from the TAE Training Package

Anyone working under supervision must also have

- have vocational competencies at least to the level being delivered and assessed; and

- have current industry skills directly relevant to the training and assessment being provided.

In all instances where a person is working under supervision they will be monitored by the supervising Trainer or Assessor to ensure that training and assessment practices meet organisational requirements. The qualified Trainer and Assessor remains responsible for all assessment decisions and accountable for all training provision and collection of assessment evidence by the individual under their supervision.

The level of supervision required will be determined by the amount of experience previously attained as a Trainer or Assessor; new Trainers/Assessors will require a higher level of supervision than those who have previously demonstrated a sound level of competence.

Anyone working under supervision will meet the requirements as defined in the [Trainers and Assessors Delivering Under Supervision section above.](#)

Vocational Skills

Where a Trainer has extensive industry experience but does not hold a formal qualification, their applied industry skills and knowledge will be mapped against the requirements of each unit to ensure we are meeting the requirements for Trainers and Assessors specified in the training package.

Trainers and Assessors are expected to participate in Professional Development to ensure exposure to current VET practice.

Current Industry Skills

Trainers and Assessors are expected to participate in Professional Development and workplace tasks within their industry to ensure exposure to current industry practice.

Evidence of currency may include but is not limited to:

- Updated training or vocational credentials

- Evidence of participation in workshops or training programs relevant to industry

- Evidence of participation in studies relating to training and assessment delivery and all aspects of VET compliance e.g. student support

- Evidence of updating technical skills relevant to VET

- Evidence of membership of Industry Groups or Peak Bodies

- Evidence of receipt of Industry Updated eg ASQA updates

- Evidence of participation in Industry networks and Industry liaison

- Evidence of working in industry at level of delivery or above (voluntary or paid)

Professional Development Plans to ensure Currency will be developed at Annual Performance Reviews or if identified as a need from student or stakeholder feedback.

Evidence

We have a Portfolio for each Trainer/Assessor (or staff matrixes). We ensure we hold evidence of compliance including:

- Certified copies of Qualifications

- Resumes

- Records of following up on referees

- Letters and Statement from Industry employers or representatives

- Mapping of Qualifications held to training package requirements at the unit level

- Mapping of industry skills and experience to training package requirements at the unit level

- Records of Professional Development and Professional Development Registers

Trainers and Assessors must present evidence of participating in activities which demonstrate currency and development of industry skills to Insert title of staff member on completion of participation. Insert Title of Staff Member is responsible for ensuring Trainer Portfolios are kept up to date.

Industry Experts

We understand that an Industry Expert constitutes someone who has relevant specialised industry or subject matter expertise and that they must have relevant vocational competencies and current industry skills directly relevant to the training and assessment being provided.

Where we determine the need to use an Industry Expert to assist in the delivery of training, we will ensure that they work alongside a Trainer and/or Assessor and may contribute to training and assessment practice but do not make assessment judgements and determine learner competency.

On engagement, we will ensure industry experts have specialised industry or subject matter expertise, relevant vocational competencies and current relevant industry skills. This will be recorded in our Learning Management System within the Industry Expert Portfolio (or Industry Expert file) by Insert Title of Staff Member.

Strategies will demonstrate the following:
- how our training and assessment delivery will meet all the requirements of the training package
- the amount of training that should be provided to each student based on evaluation of their existing skills, knowledge and experience, the method of delivery and the proportion of units or modules being delivered against the full qualification
- the trainers and assessors who will deliver the training and assessment
- the educational and support services available
- the learning resources and the facilities and equipment used to deliver the training program

Procedure
Procedure for developing Learning and Assessment Strategies

- In developing Training and Assessment Strategies VET Compliance Manager will ensure the following:

  – Industry bodies are consulted to identify skills and training needs
  – All training and assessment resources and equipment meet the requirements of the Training Package.
  – Where required, reasonable adjustment is included in training and assessment systems to meet individual needs
  – Training and Assessment design is informed by student and industry feedback
  – Assessment Strategies are informed by validation and moderation activities and outcomes.
  – The Training product is current and has not been superseded and that transition arrangements to new Training Packages are implemented within the required 12 or 18 months of their publication release.

- The information as listed below will be included when developing Training and Assessment Strategies (further details can be found in the Sample Training and Assessment Strategy):
  – Qualification Description Job roles: if included in Training Package
  – Core and elective components (full qualifications)
  – Entry requirements
  – Licensing/ Regulatory Information if applicable
  – Pre-requisite units if applicable
  – Target Group
  – Details of Industry Consultation Process
  – Duration of training program including a strategy to address volume of learning requirements
  – Course Schedule
  – Delivery Arrangements
  – Work Placement Arrangements if applicable
  – Assessment Strategy and Plan
  – Learning and Assessment Resources (see dot point below regarding choice of resources)
  – Infrastructure Requirements
  – Trainers and Assessors
  – Pathways
  – Recognition
  – Student Support
  – Reasonable adjustment
  – Trainers / Assessors
  – Validation Processes
  – Monitoring Processes

Further details will be included in the attachments as follows:

Attachment 1: Records of Industry Engagement.

This provides details of the personnel from industry organisations that have provided feedback into the development of the strategy

Attachment 2: Resource List

This provides details of learning and assessment resources at the unit level in accordance with Training Package requirements as outlined in Assessment Conditions for each unit.

Attachment 3: Staff and Trainer Matrix

This provides mapping of qualifications and industry skills at the unit level for all trainers and assessors delivering or assessing the training product.

Procedure for determining Learning and Assessment Resources

- Learning and Assessment materials will be chosen to meet identified learning requirements of the target group and method of delivery
- Resource selection should have input from the Trainers and Assessors.
- Learning resources should be a supplement to face-to-face activities rather than a substitute for group learning.
- The following will be taken into consideration when purchasing or developing Learning and Assessment resources:
    - Clear presentation including LLN, layout and illustration
    - Variety in content leading to a variety of training and assessment activities
    - Ability to customise to meet the needs of student cohort
    - Ability to customise for RTO identity: logos, badging etc
    - Compatibility with audio-visual and computer-based resources
    - Effectiveness as a stand-alone resource for student home use
    - Effectiveness for gathering assessment evidence
    - Effectiveness for copyright administration
    - Value for money

Assessment Policy

International Paramedic College implements an assessment system that ensures that all assessments, including recognition of prior learning, complies with the assessment requirements of the relevant Training Package or VET accredited course and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Procedure

- All assessments, including RPL, will follow the requirements of the unit being assessed including appropriate resources. These will be outlined in advance in the Training and Assessment Strategy document.

- Students will be informed prior to enrolment regarding opportunities for RPL and the process for applying.

- Where assessments are conducted through an RPL process then the RPL Policy will be applied.

- Students will be informed prior to assessment regarding the requirements of the Training Package and the context and purpose of the assessment.

- Assessments will be customised to the general needs of the student group and further customised to the needs of individual students through reasonable adjustment as may be required.

- Assessment design will include a variety of assessment methods.

- Practical skills will be demonstrated through practical methodologies such as observation, teamwork case studies or third-party report and will include Observation Checklists, Workplace Checklists or photographs and videos as evidence.

- Where simulations are used as an assessment methodology these will be as closely aligned as possible with real workplace situations.

- Where teamwork exercises are used as an assessment methodology these will be further supported with evidence of individual competence.

- Students will be notified in advance of course commencement that all assessment results are subject to appeal if any student believes they have not been assessed fairly.

- The Assessor will make the competency outcome decision based on the evidence gathered. The evidence will be as outlined in Assessment Tool and Training and Assessment Strategy.

The validity, consistency, currency, authenticity and sufficiency of the assessment material presented will be evaluated and a competency judgement made.

- The Competency decision will be recorded in the Assessment Outcome Report supported with details of the evidence assessed that enabled the judgement to be made.

- Students will be provided with individual constructive feedback regarding the competency decision and identified gaps in the required skills and knowledge and the re-assessment process.

- Where a student is deemed Not Yet Competent in any assessment, they have a right to re-assessment at no charge. If they are still deemed to be Not Yet Competent at the end of re-assessment, then any further assessment may be charged at an hourly rate.

- Assessment outcomes and information relating to assessments of individual will be governed by the Privacy Policy and confidentiality will be maintained.

- Assessment Tools should be written at the unit level in the following format:

  a. The assessment instrument itself, for example, written or verbal questionnaires, worksheet, quiz sheet, project briefing sheet, case studies, portfolios, third party reports and observation checklists.
  b. Instructions for any other trainers who may use this instrument including:
    - any resource requirements such as computer access for a websearch activity or workplace documents such as Policies or Procedures
    - Instructions as to where and when the assessment should occur
    - any assessment conditions such as open book, closed book, workplace observation etc., plus different contexts which may require modifications.
    - what performance qualifies as satisfactory in this assessment task
    - reasonable adjustment arrangements including alternative arrangements for LLN needs, disability needs, workplace needs, RPL needs or special arrangements.
    - model answers
    - how feedback is given such as individual or group oral feedback, written feedback, workplace meeting.

  c. Instructions for students including any special clothing or equipment, WH&S issues and competency completion if relevant. All student instructions should be checked for Plain English.
  d. Record-keeping requirements i.e. where and how competency outcomes should be recorded.
  e. Version control: This should follow the version control protocol of the RTO as per the Record Keeping Policy.

f. Evidence of validation such as checklists, minutes of meetings, reports from external validators or reference to College validation records.

- Assessment Tools should be trialed to validate content and applicability and amended as required.
- Assessment Evidence will be kept for 6 months after graduation in line with ASQA General Direction on Assessment Evidence.
- Assessment Validation and Moderation will take place according to the Validation Policy.
- Assessors will meet at least the minimum competency requirements as per the NVR Standards and will maintain VET currency and Industry currency through a Professional Development processes.

Evidence

The following will be retained as evidence of compliance with Standard 1, Clause 1.1 – 1.4 and 1.8

- Training and Assessment Strategies for each Training Program
- Records of Industry Engagement
- Trainer and Assessor Matrix, supported by certified copies of Qualifications and evidence of industry experience
- Class Rolls
- Assessment Records
- Assessment Tools
- Copies of Student Assessments as per Record keeping requirements
- Assessment Outcomes Records
- Records of Reasonable Adjustment
- Records of applications for RPL
- Evidence of Validation activities: checklists, minutes of meetings, reports from external validators

Related Policies
- Industry Engagement Policy
- Recognition Policy
- Student Support Policy
- Validation Policy
- Human Resource Policy
- Marketing Policy

Supporting Documents
- Vet Compliance Manager Position Description
- Sample Training and Assessment Strategy
- Sample Staff Matrix
- Sample Resource List

Forms and Records

- Assessment Outcomes Report
- Record of Industry Engagement
- Student Needs Support Plan

References

[ASQA Users Guide to Standard 1, Clause 1.8](#)