



Training and Development: Training and Assessment Strategy 1-1006

PURPOSE

To identify, negotiate, plan and implement appropriate training and assessment strategies.

SCOPE

This policy outlines the implementation of Migrant Resource Centre North West Region (MRCNWR), training and assessment strategies for each of the training packages listed in scope of registration.

INPUT

The RTO training and Assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

PROCEDURE

1.1. Training and Assessment Strategies

The following strategy will be applied when designing and developing training courses:

- a) Identify student training needs
- b) Conduct a task and training needs analysis (If applicable)
- c) Consult with industry (Industry Consultation Form)
- d) Identify competency standards and training package requirements
- e) Develop the training and assessment strategy (Training and Assessment Strategies Template)
- f) Deliver the training and assessment
- g) Review the training and assessment annually or when changes to training packages occur

1.2. Training Delivery

Prior to the commencement of training students are advised of the:

- a) Pre Training review and pre enrolment
- b) Orientation program when required
- c) Training Program outline
- d) Pre-requisites and course entry requirements
- e) Suitability of course
- f) Training and assessment methods

Training delivery methods may include but are not limited to:

- a) Written work
- b) Projects
- c) Group work
- d) Role play
- e) Simulation
- f) Practical exercises
- g) On the job

1.3. Session Plans

MRCNWR will provide unit plans templates to trainers for the delivery of training. It is a trainer's responsibility to use the session plan template according to unit plan.



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The session plans will contain all relevant information for the trainer to enable delivery of the training to meet the units of competency.

1.4. Conducting Training

Training sessions will be provided at the MRCNWR Training rooms or premises, or a contracted training room arranged by MRCNWR.

1.5. Reviewing Training Sessions

Reviews of training sessions will be conducted at the completion of the training by the students and participants via the Midterm survey and the Learner and Questionnaire.

1.6. Assessment

Assessments and evidence gathering will be conducted in accordance with the Assessment policy.

1.7. Validation

Validation is a review of assessment judgements made by RTO. Validation is generally conducted after assessment is complete. The process must be undertaken in a systematic way.

Validation may include both MRCNWR Trainers and Assessors and engagement with industry to confirm RTO's assessment system:

- produces valid assessment judgements
- ensures graduates have the skills and knowledge required by industry, as expressed in the training package or accredited course.

This activity is a quality review and is not intended to be used to make adjustments or changes to assessment outcomes.

When developing RTO's plan for validation, remember that:

- Each training product on RTO's scope of registration must undergo validation at least once every five years.
- RTO must ensure its plan allows for validation of at least 50 per cent of the training products in the first three years of that cycle.
- RTO may need to validate certain training products more often where specific risks have been identified, for example, if RTO's industry consultation identifies areas of particular risk.

The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The validation process also includes acting upon any recommendations for future improvement.

1.8. Language, Literacy and Numeracy

Language, Literacy and Numeracy (LLN) requirements will be provided that assist in the development of the training of individuals. LLN requirements will be identified through student LLN assessment and consultation during the Pre Training Review.

2. Development of Training and Assessment Strategies for Training

The development stage is concerned with developing a program that will facilitate training. The training outcomes form the starting point for the development phase.



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The Training and Compliance Manager along with qualified trainers and assessors must identify the most appropriate strategy to facilitate training, including the methods and the media that will be required to support that strategy.

The training outcomes describe the behavior that a student is expected to perform at the end of training. As some training outcomes will contain prerequisite knowledge, attitudes and skills for other training outcomes may need to be sequenced.

The Training and Compliance Manager with assistance from the trainers and assessors will decide the overall training strategy that will be the most effective for the students and participant to achieve the training outcomes for the course.

When determining the training strategy, the Training and Compliance Manager must consider any influencing factors that will impact on the conduct of the course, especially the number of trainers and the physical resources.

The Training and Compliance should consider the following:

- a) Flexible training
- b) Practical and or theory based course
- c) Access to physical resources
- d) Access to training environments
- e) Utilisation of trainers and assessors
- f) Utilisation of computer resources for instruction and or simulation
- g) Needs of industry/Industry consultation
- h) Feedback from industry placements

The Training and Compliance Manager must then produce the sequencing of the units of competency and training outcomes to optimise the training process. Once the units have been suitably sequenced, the Training and Compliance Manager must develop guidelines for the trainer, which will assist them to manage the training process.

3. Implementing Training Strategies

The degree to which training occurs depends on how the student interacts with their training environment. The environment consists of the trainer, the training materials, as well as the physical and psychological atmosphere.

Flexible training applies to the broadest possible range of training, delivery and study methods from traditional face-to-face to distant training. Flexibility is also provided in the mix of methodologies used in the delivery of a particular series of units and meets both organisational and individual needs. Flexible training is an approach based on the skill, needs and delivery requirements of students and provides control over what, when, where and how they learn.

The trainer must possess a sound knowledge of training methods, professional subject matter and must be interested in their individual progress, as well as being an enthusiastic and effective leader.

Trainers are required to implement the information and give particular attention to their function of leading and controlling the group. Leading is a highly personal activity, requiring the trainer to guide, inspire and supervise the students so that they attain their training outcome.



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Students are responsible for their own training allowing for a creative and imaginative approach by the trainer. Controlling the training activity enables the trainer to monitor the progress of the training experience.

Other common training functions are:

- a) Planning areas of instruction not in the training and assessment strategy
- b) Organising the training environment and training materials to meet the requirements of the unit
- c) Consulting with MRCNWR management on administrative and training procedures
- d) Consult with industry

4. Trainer Requirements

In accordance with the SNR, MRCNWR is required to ensure training and assessment services are conducted by trainers and assessors who:

- a) Have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors
- b) Have the relevant vocational competencies at least to the level being delivered or assessed
- c) Can demonstrate current industry skills directly relevant to the training/assessment being undertaken
- d) TAE with the additional LLN and develop and design unit
- e) Continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

If a trainer does not hold the above qualifications, then they will not deliver training on behalf of Migrant Resource Centre North West Region.



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30/09/19	V1.2	Minor amendments
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