

Table of Contents

1. POLICY	3
2. PURPOSE.....	3
3. SCOPE.....	3
4. DEFINITIONS.....	4
5. POLICY STATEMENT.....	4
6. CRITICAL CONSIDERATIONS.....	4
7. TRAINING AND ASSESSMENT CONTENT	5
8. PROCEDURE – DEVELOPING A TRAINING AND ASSESSMENT STRATEGY.....	7
9. PROCEDURE – REVIEWING TRAINING AND ASSESSMENT STRATEGY	16
10. RELATED DOCUEMNTS	17
11. RESPONSIBILITY.....	17

1. POLICY

IQY Australia Pty Ltd T/A IQY Technical College (IQY) is committed to provide a straightforward guide to the steps to follow in the development of training and assessment strategies to ensure they are fit for purpose and support the quality of the services IQY Institute delivers.

This policy supports IQY Institute's ability to comply with the requirements of the Standards for Registered Training Organisations (RTOs) 2015, Standard 1.

2. PURPOSE

This policy outlines the policy and procedure to develop Training and Assessment Strategies (strategy) in support of the delivery of training products on the IQY Technical College scope of registration.

The strategy is an important document for IQY 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. IQY Institute will develop and maintain a strategy for each training program it offers. Other important documents that support the implementation of a strategy include learning resources, assessment resources, industry resources and internal support resources. Strategies are also supported by other resources such as those developed by industry, such as industry regulations or equipment operating instructions.

3. SCOPE

This policy is relevant to the Standards for Registered Training Organisations (RTOs) 2015, Clause 1.1 and 1.2. It also links with clause 1.3 relating to learning material and other resources and clause 1.8 relating to assessment.

4. DEFINITIONS

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

5. POLICY STATEMENT

IQY Technical College will ensure that we have current training and assessment strategies for all training products on our scope of registration.

These strategies consistent with the requirements of the relevant training package and which enable each learner to meet the requirements for each unit of competency with training that is structured to support learners to progress, providing sufficient time for instruction, practice, feedback, and assessment.

The Head of VET has the primary responsibility for training and assessment strategy development. The Head of VET in consultation of the Director of Academic and Business Development may delegate or outsource this work as priorities demand.

6. CRITICAL CONSIDERATIONS

Qualifications and Short Courses

The training and assessment strategy must be fit for purpose. A strategy in support of a qualification will require more detail and a strategy for a short course will require less detail.

Before commencing the process to start documenting the strategy, it is very important to select the correct template to begin with. IQY Institute has two options. One template for a full qualification and one template for a unit only or short course. The training and assessment can be customized as required.

Training before assessment

A critical concept to apply to the considerations for developing training and assessment strategies is that training must come before assessment.

- Many a times due to time and resource constraints the assessments are introduced too early before the learner has had the opportunity to properly learn, practice and develop their skills with the benefit of feedback from the trainer.
 - As a guiding consideration, during the allocation of learning activities and assessment tasks in the course program, learners should not be required to commence any practical or performance assessment before they have completed the relevant training in the unit of competency. This will often mean that learners are undertaking this performance assessment parallel to learning other skills.
-

- Some flexibility can be applied regarding any written work such as knowledge assessment, assignments or projects.

7. TRAINING AND ASSESSMENT CONTENT

Each training and assessment strategy must include:

- 1) The **target training product** code and title. This means that all qualification or unit of competency training product codes and titles should be clearly identified in accordance with how they appear in the national training package.
- 2) Identify the **core and elective units** of competency and provide any rationale about alignment with the qualification packaging rules.
- 3) Description of the **target learner cohort** for the relevant training product, including:
 - international students;
 - expected pre-existing knowledge and skills;
 - related industry experience.
- 4) The **entry requirements** for the training product, including:
 - requirements set by the relevant training package or accredited course
 - licensing, legislative or regulatory requirements
 - language literacy and numeracy requirements
- 5) The high-level **delivery arrangements**, including:
 - mode of delivery, such as face-to-face at RTO premises, face-to-face at workplace, online, distance or mixed delivery method;
 - duration of the course;
 - unit delivery structure and sequence;
 - pre- or co-requisite units of competency;
 - target learner cohort group size (min / max);
 - student / trainer ratio for theory / practical training and assessment;
 - work placement (if relevant to the training product);
 - possible variations for students with different learning needs.
- 6) The **learning and assessment activities** and events for all units of competency, (typically displayed in a suggested course program or learning and assessment schedule) including:
 - supervised training activities (theory and practical) identified for each unit of competency showing when these are scheduled over the course duration;
 - non-supervised training activities (online learning, self-paced learning, workplace learning) identified for each unit of competency showing when these are scheduled over the course duration;
 - assessment events and tasks identified for each unit of competency showing when these are issued and are due over the course duration;

- reflects the sequencing of units of competency and displays how learning and assessment activities for each unit of competency may link or overlap in parallel activity;
- shows any block activities such as work placement, field trips, term breaks, et cetera;
- complements any claims about allocated time made in regard to the amount of training (so if you claim five hours per week of self-paced learning then there should be five hours' worth of self-paced learning activities displayed for each week).

7) The amount of training for each training product should be fully described, including:

- amount of training (not including assessment) for each mode of training including supervised and non-supervised training activities;
- is sufficient to address the complexity of the training product and gives students sufficient time to fully absorb all required skills and knowledge and develop, practice and apply the skills and knowledge prior to assessment;
- provides a calculation of the total amount of training (not including assessment);
- provides a justification or rationale where the amount of training is not consistent with the benchmark AQF volume of learning, taking into consideration the existing skills and experience of the target learner cohort, efficiencies in the mode of delivery and any units of competency which will be achieved prior to the course commencement through credit transfer or RPL.

8) The resources requirements:

- learning resources (textbooks, handouts, Internet references, presentations, et cetera);
- assessment tools (assessor instructions, mapping documents, candidate instructions, et cetera);
- trainers and assessors (include a basic staff matrix);
- equipment (include all equipment and its required quantities for the planned number of students);
- consumable items (these are non-durable items such as food, rubber gloves, et cetera that is consumed during learning and assessment);
- facilities in support of theory and practical training and assessment.

9) The work placement requirements (if applicable), including:

- organising responsibility;
 - work placement agreement;
 - dress and personal equipment;
 - minimum time or attendance pattern; ○ orientation and induction;
 - volunteer insurance;
 - supervision arrangements;
 - scope of work (tasks) to be performed;
-

- third party evidence requirements;
- monitoring and reporting arrangements;
- workplace logbook;
- statutory requirements (such as working with children check).

10) Industry consultation that informed the development of the training and assessment strategy, including:

- the persons or organisations engaged with;
- the details of the engagement such as dates;
- the outcomes of industry engagement focusing on unit selection, suitability of equipment and resources, incorporating industry SOPs or forms, alignment of assessment tasks with industry practices, updating learning content for codes of practice, workplace procedures, et cetera.

11) Describes the **process for review of the strategy** including how the review will occur, the data to be collected, who should be involved and the timeframe for the review. Data for the review can be sourced from the following activities:

- student surveys;
- feedback from trainers and assessors;
- industry consultation;
- assessment validation;
- complaints or appeals.

12) The following **annexes** are recommended:

- Annex A – Course Program (as described above);
- Annex B – Equipment and Resource Inventory;
- Annex C – Trainer Matrix;
- Annex D – Record of industry consultation.

8. PROCEDURE – DEVELOPING A TRAINING AND ASSESSMENT STRATEGY

Those tasked with the development of training and assessment strategies are to apply the steps outline in the following procedure:

1) Confirm any licensing or certification requirements that may apply to the relevant strategy being developed.

- This should include engaging with licensing or certification authorities to determine how the proposed training will be delivered within the licensing pathway and the requirements for approval.
- Do learners need to meet any eligibility requirements for the license that needs to be included as an entry requirement? Is there specific learning or assessment that needs to be included to support the licensing pathway?

2) Undertake industry engagement in respect of the planned course delivery to identify any industry preferences regarding the selection of units of competency, integration of relevant industry standards, inclusion of workplace forms or

documents, alignment with common workplace procedures and incorporation of any relevant common industry equipment. Please refer to the policy on Industry Engagement.

3) Investigate options for commercially available learning materials and assessment tools.

- Unless you are developing the learning material and assessment tools internally, these will need to be purchased through a commercial supplier of which there are many.
- Undertake searches online to identify the available supplies, prepare a comparison document that records the available units of competency from each supplier, the cost, warranty, availability, format of supply, arrangements to receive an update in case the training product is superseded, and finally the level of customer service.
- Request a sample from each supplier so that this can be reviewed and compared for quality and compliance. Present the options to the Chief Executive Officer for a decision. Do not purchase yet.

4) Select and analyse the proposed training products.

- Select the units of competency for inclusion into the course. This should be informed by feedback from industry, the qualification rules, the availability of commercial learning resources and assessment tools and the competency of your available trainers to deliver the units.
- Once you have made the selection of units, analyse the training package requirements to understand how these requirements will inform the development of the training and assessment strategy including the following:
 - i. the qualification framework rules;
 - ii. pathway qualification to and from;
 - iii. mandatory entry requirements;
 - iv. mandatory pre/co-requisites;
 - v. mandatory work placement requirements;
 - vi. mandatory trainer or assessment requirements;
 - vii. performance evidence requirements;
 - viii. common knowledge evidence requirements;
 - ix. unit of competency assessment conditions; and
 - x. equipment, resource, facility requirements.

At the end of this analysis, update the final unit selection taking everything into account. Consider the selection of some additional units as electives that may be substituted to meet specific industry and learner needs.

5) Purchase and analyse commercial learning materials and assessment tools.

- With the final selection of units of competency now complete, the commercial learning materials and assessment tools should be purchased or licensed.
 - Once these materials are received, they should be saved to a secure location where only authorised personnel can access these.
-

- A careful review and analysis of these materials should be undertaken to identify and catalogue the learning modes / activities and assessment methods / tasks for each unit of competency.
- Make a document with a table and record this information systematically so that it can be used down the track. This will become important when putting the structure of the course together and developing a course program.
- It is also worth keeping in mind that some of these learning activities or assessment tasks may change when the materials are customised for the mode of delivery. The information gathered during this stage of the process will inform those decisions.
- It is also important when reviewing commercial learning resources and assessment tools to identify the specific resource and equipment requirements to support the implementation of the learning and assessment.
- This information should also be systematically catalogued to assist with resource planning and the development of a detailed equipment and resource list.

6) Undertake an analysis of the target learner to identify their existing worker status, expected pre-existing knowledge or skills, entry level to the planned training product, availability to participate in the training and assessment, motivation for undertaking the course, access to required technology and geographic location, likelihood of RPL or credit transfer, learner support requirements, likely access to required equipment and availability to commence the training.

Please note. The following four key steps should be considered parallel. Whilst the following steps are provided below in sequence, they are often interdependent, and the strategy developer will often find themselves going back and forth between these considerations to arrive at the preferred delivery model.

7) Determine a course delivery structure and unit sequence.

- Undertake an analysis of the unit of competency and where there are common or shared tasks common knowledge or skills to determine if the units should be clustered together for delivery or delivered individually as unit by unit.
 - If we are using commercial learning resources and assessment tools these will usually be designed unit by unit. Next, make a list of the units of competency and place them in the preferred sequence of delivery. The purpose of doing this is to establish a logical learning sequence appropriate to the course being delivered. This should consider concepts such as “simple to complex” or “foundation building” in the course development process. This means in simple to complex that you might commence with units of competency that include basic skills before leading up to units of competency with more complex skills.
 - Foundation building means to prioritise the establishment of competency in the skills that lay the foundation to function in the workplace. As an example, you may prioritise competencies such as workplace safety, equity and
-

inclusion, communication, infection control, teamwork, environment protection, etc. Seeking industry or subject matter expert input on unit sequencing decisions is valuable. Select the preferred course structure and unit sequence taking into account the options for the enrolment and delivery model and the preferred mode of delivery.

8) Consider the enrolment and delivery model.

- This should include consideration of the preferred enrolment model such as cohort or rolling enrolment, identification of the delivery model with regards to the course being either synchronous (students working and progressing together) or asynchronous (students working and progressing individually).
- The enrolment and delivery model should be considered early before any development on the course as this can have a significant effect to the course design and development.
- The following article on enrolment models will inform this consideration ([Enrolment Models](#)). Select the preferred enrolment and delivery model taking into account the options for course structure and unit sequence and the preferred mode of delivery.

9) Consider the mode of delivery.

- Common modes of delivery options include delivering the course face to face at the IQY Technical College delivery site / premises, delivering the course online where the student engages in a learning management system to access both learning and assessment, delivering the course via on the job training where the trainer will usually visit the student on a regular basis in the workplace to deliver training and undertake assessment or a combination of all of these options.
- Determining the mode of delivery takes into account many factors. It will consider the type of training being delivered primarily.
- Whether competencies are largely theoretical or cognitive skills based, these types of competencies are usually more suitable for delivering using online learning.
- Where competencies involve more practical skills or are equipment dependent, these competences are usually more suitable for face-to-face delivery.
- Other important considerations include the location and availability of learners, the cost of training, the format of learning material, access to equipment and the availability of trainers and assessors.
 - Select the preferred delivery mode taking into account the options for course structure and unit sequence and the preferred enrolment and delivery model.

10) Consider the course duration and the amount of training and assessment. 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 Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years	1 – 2 years
600 – 1200 hrs	600 – 1200 hrs	1200 – 1200 hrs	600 – 2400 hrs	1200 – 2400 hrs	1800 – 2400 hrs	1200 – 2400 hrs

The above information is a guide only and there are many reasons why a course duration may be less than the time frame published within the Australian Qualifications Framework. Primarily these reasons will include where the learner has pre-existing knowledge and skills which dictates some flexibility to deliver the course in a lesser duration. The learner may also have pre-existing competency therefore reducing the number of units of competency that need to be trained. The mode of delivery for the course may be highly efficient, which has allowed the course to be delivered in less time. If these reasons are going to be relied on to justify the delivery of the course in a reduced amount of time, a rationale for this will need to be recorded within the final training and assessment strategy. The overriding consideration is to ensure that training is structured and paced to support learners to progress, providing sufficient time for instruction, practice, feedback, and assessment.

It also must be remembered that the above recommended hours combination of both training and assessment. Some of these training and assessment activities may be supervised directly by the trainer and some may be non-supervised conducted by the learner either in the workplace or in their own time at home. It is important to make sure that the hours recorded within the final training and assessment strategy are genuine and are not artificially inflated to try and arrive at the recommended volume of learning.

The hours will usually be allocated in the following delivery arrangements:

- a. **Supervised training.** This may include time allocated to classroom or simulated workplace training at the IQY Technical College delivery site / premises. Supervised training may also include virtual classroom training conducted using video conferencing where the learner is participating live with training delivered online by the trainer.
- b. **Non supervised training.** This may include time allocated to the learner undertaking self-paced study in their own time. This can include take home study tasks directly relevant to the units of competency or practice activities that will assist the learner to develop their skills prior to assessment. If hours are claimed against non-supervised training, this means these activities will need to be compulsory and the learner will need to submit evidence of the completed activities. Non supervised training can also include on the job training activities where the learner is completing related tasks in the workplace that assist them to develop and practice

their skills and the learner is maintaining a record of training completed on the job.

- c. Supervised assessment.** This may include assessment tasks where the learner is directly supervised by the assessor such as observation activities, role plays, presentations or any assessment task which requires the assessor to directly observe the learner's performance. Supervised assessment may also include where the learner captures themselves on video performing relevant tasks and submits these to the assessor for review.

- d. Non supervised assessment.** This may include assessment activities which the learner will complete usually in their own time at home or during designated time at the IQY Technical College delivery site / premises. These assessment tasks will usually include activities such as projects, case study response activities, written assignments, reports or the production of workplace products such as communication or workplace forms and documentation.

Select the preferred course duration and time allocation taking into account the options for the course structure and unit sequence, the enrolment and delivery model and the preferred mode of delivery.

11) Other important considerations in the strategy development process:

- a. Trainer ratio.** There is no guide or standard that relates to allocating a trainer ratio. A trainer ratio is simply a ratio of the number of trainers we allocate to the number of learners for the delivery of learning and assessment. As an example, if we have one trainer for every 15 students, the ratio would be expressed as 1:15. The trainer ratio will be influenced by the type of training. Training that is more theoretical and cognitive based usually can allow a higher ratio. Training that is more practical involving micro skills would usually require a lower ratio therefore allowing for a greater level of supervision. The training ratio can also be influenced by the size of the training space. If the training space only allows for 10 students, then usually the ratio might be 1:10. The trainer ratio must be identified within the training and assessment strategy. An important consideration is basic time and space. If the time allocation requires the completion of a specific task within a limited time, the trainer ratio will influence the level of quality that is achieved in this activity. If a lower trainer ratio is allocated, the trainer will usually have more time to spend with each student. If a higher trainer ratio is allocated, the trainer will have less time to spend with each student, therefore impacting on the quality of the activity.

The strategy developer should consult with the Chief Executive Officer in determining the trainer ratio as the Chief Executive Officer is ultimately

responsible for balancing training quality and efficiency with the needs of the business.

- b. Local entry requirements.** IQY Technical College is permitted to implement any local entry requirement that it considers necessary to ensure that learners entering the course have the required attributes to be successful in the course according to its design. Local entry requirements are distinct from training package entry requirements. Training package entry requirements are mandatory and are defined within the training package. Local entry requirements are allocated and administered by IQY Technical College. Common local entry requirements may include requiring learners to be an existing worker in a particular role, to hold a certain certification such as working with children or a police check, to be at a particular minimum age, to have access to certain equipment such as a computer, to have a minimum number of years of experience in industry, etc.

These local entry requirements are often intended to complement the mode of delivery for the course or the amount of training that has assumed a certain level of pre-existing knowledge and skills. Obviously, these local entry requirements should not infringe on a person's legal rights. As an example, we could not make it a local entry requirement that persons undertaking the course must be of a certain gender.

Local entry requirements should be decided in consultation with the Chief Executive Officer as these local entry requirements may act as a barrier to entry into the course and prevent groups of otherwise suitable participants from undertaking the service with IQY Technical College.

- c. Language, literacy, numeracy proficiency and digital literacy.** The language, literacy, numeracy proficiency and digital literacy requirements must be identified within the strategy to allow for a system for reviewing the skills and competencies of learners prior to enrolment.

This review must confirm that the applicant's language, literacy, and numeracy proficiency and digital literacy, is appropriate to the training product and it provides advice, based on the review, to learners about the suitability of the training product for them. Identification of the required language, literacy, numeracy proficiency and digital literacy should be informed by using the following frameworks:

- i. Australian Core Skills Framework ([Click](#)); and
- ii. Draft Digital Literacy Skills Framework ([Click](#)).

- d. Mandatory work placement.** Mandatory work placement is a requirement that appears in some training packages and qualifications. This is where
-

the training package developer has determined that it is critical that learners have access to workplace to demonstrate their skills as part of the assessment process.

It is important to note that usually work placement is identified within a relevant unit of competency as a performance evidence requirement. Therefore, it is a requirement of the assessment and is not part of the learning process. This is important because it means that work placement should not commence until the learner has completed the training in the relevant unit of competency.

The performance evidence requirement will usually require the student to capture evidence of them performing tasks relevant to the unit of competency therefore the work placement will need to be supported by some type of work placement logbook.

The work placement must be organised and coordinated by IQY Technical College. It is not acceptable to expect a learner to organise their own work placement. If the learner has a particular workplace in mind and the workplace is suitable then IQY Technical College can verify this arrangement and the preferred workplace the learner nominates can be utilised.

- e. Consideration should also be given to how the learners' participation in work placement is structured into the course. Common options include conducting the work placement at the end of the course or splitting up the work placement into smaller components and conducting it throughout the course. A factor that influences this decision will be the availability of work placement opportunities and the preferences of the employer and supervisor. It is considered desirable for the student to undertake a small component of work placement as early as possible in order to give the student an understanding of workplace context that will support their further learning. This is why units of competency that require mandatory work placement are often delivered very early in the course so that this training can be completed to facilitate this.
- f. The recording of work placement requirements should be conducted in detail to provide the reader with as much information as possible about how the work placement is facilitated within the course structure. The following are some considerations for recording arrangements within the strategy for work placement:
 - i. minimum duration,
 - ii. organising responsibility,
 - iii. dress and equipment expectations,
 - iv. what place induction and orientation requirements,
 - v. the nature of tasks to be undertaken,

- vi. supervision arrangements,
- vii. reporting arrangements,
- viii. trainer work placement visits arrangements,
- ix. performance management arrangements, and
- x. volunteer liability insurance arrangements.

g. Evaluation strategy. Toward the end of the strategy, the strategies for evaluation should be explained to guide the evaluation of the course. Course evaluation is important to ensure that the course is meeting the needs of learners, industry, and IQY Technical College. Evaluation strategies may include:

- i. Seeking feedback from learners and employers about their satisfaction with the training and assessment. This may include seeking feedback from learners not only at the end of the course but during the course to monitor the course effectiveness.
- ii. Seeking feedback from trainers on the course delivery arrangements and their perception of the students experience to identify opportunities for improvement. This may be facilities at the regular management meet to which trainers may attend or at a separate opportunity such as a trainer meeting or survey.
- iii. Undertaking a formal review of the course by collecting all available information including feedback received, completion data, financial performance, level of industry interest, feedback from industry to identify opportunities for improvement to inform revisions to the existing course.

12) As a final step the draft Training and Assessment Strategy is to be prepared in draft for review taking into consideration all directions outlined within this policy and procedure.

The strategy developer is recommended to use the standard templates provided to draft the first training assessment strategy for review. The strategy is to be reviewed by the Chief Executive Officer or a delegate using the "TAS Quality Assurance Checklist".

Following any final amendments, the training and assessment strategy is to be endorsed by the Academic Board and authorised by the Chief Executive Officer before implementation. All records relating to strategy development and its authorization must be retained.

9. PROCEDURE – REVIEWING TRAINING AND ASSESSMENT STRATEGY

IQY Technical College follows an Annual Compliance Calendar that schedules the task of reviewing strategies annually. For a training product currently in delivery, a strategy document must undergo an annual review as per this schedule.

The Head of VET takes responsibility for planning this review at the start of each calendar year to ensure that all existing strategies in practice are reviewed within that year.

During the annual review, the strategy documents will be examined against the following considerations:

- Verification of alignment with the most recent version/release of the training product on the national training register.
 - Updates in the training package requirements for the corresponding qualification, including entry requirements, superseded units, prerequisites, and so on.
 - Consultation with industry experts to gauge current skills and knowledge demand and job market requirements.
 - Consideration of any feedback received from trainers, assessors, and learners regarding training and assessment practices, including learning materials, assessment resources, facilities, equipment, nominal hours for units, and the distribution of learning volume for training and assessment activities.
 - Assessment of the implementation of the volume of learning through the training and assessment schedule to identify any units that may require adjusting nominal hours.
 - Examination of delivery methods, AQF level, unit requirements, facility and equipment needs, skills and knowledge coverage, and any workplace components, where applicable.
 - Evaluation of the selection of elective units in support of expected industry outcomes, as well as anticipated skills and industry demand.
 - Review of training and assessment methods along with assessing the alignment of learning and assessment resources with the training and assessment practices identified in the strategy as well as the training package requirements.
 - Verification of trainer and assessor competencies and industry currency to deliver and assess the qualification.
-

This annual review process is to be documented in the IQY Technical College Continuous Improvement Register. Any updates or revisions are to be reflected in the strategy document control section, including the version number.

10. RELATED DOCUMENTS

Related Documents
<ul style="list-style-type: none">• PP-42 Industry Engagement and Consultation Policy and Procedure• PP-24 Student Support and Welfare Policy and Procedure• PP-21 Assessment Policy and Procedure• PP-41 Validation of Assessment Tools Policy and Procedure

11. RESPONSIBILITY

The Head of VET, Director of Academic and Business Development and National Quality and Compliance Manager is responsible for effective implementation and management of this policy.

The CEO has overall responsibility for the implementation and review of this policy and procedure.
