



Training and Assessment Strategy Policy & Procedure

Purpose & Legislative Background

This policy has reference to Clauses 1.1-1.4 and 2.2 of Standards for Registered Training Organisations (RTOs) 2015 which requires MAEI to develop and implement strategies and practices that ensure that learners attain all the relevant skills and knowledge.

The volume of learning required by the AQF, and all other resources required for training and assessment is acknowledged by MAEI. MAEI complies with the requirements of training packages and VET accredited courses. Lastly, MAEI reviews and evaluates its strategies, policies, and processes from time to time.

Scope

This policy applies to learners, staff and any third party (invited for feedback) at MAEI.

Policy

In the development of strategies to support MAEI operations we apply the following guidelines and follow the process detailed below:

Training and Assessment Strategy Elements



The strategy should provide the following information:

Qualification Overview

It should identify the training program title and MAEI contact details. It should also show the qualification code, title (if applicable), release, and the Industry Training Package from where the qualification has been drawn. MAEI will ensure that the selected Training Package is current and has not been superseded.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.

Qualification Packaging Rules

The strategy should identify the units of competency which comprise the training program. It should also show which units are core and which units are elective. Note that the shape and content of a course can vary greatly when elective units are selected. It is acceptable in the strategy to only list those units that we have identified as most likely required by industry (through industry consultation).

Next, the strategy should identify the target student. As much information as possible should be recorded about the analysis of the target student, which is gathered during industry consultation. At a minimum, information should include the following:

- Typical employment situations such as school leaver, employed, unemployed, etc.
- Characteristics, such as typical age, vocational experience, prior training and qualifications, physical requirements, or motivation. The motivation statement should identify what motivates the student group to undertake the training. This might be such things as acquiring new skills, seeking new employment, or obtaining a particular licence. MAEI needs to recognise that students will have different motivations and we will seek to understand these during the enrolment process and when tailoring training to meet a student's needs.
- Perceived language, literacy, and numeracy (LLN) skills and how this aligns with the LLN requirements of the course.

Pre-requisites that apply to the course should be listed and perhaps explained as to how these will be checked during enrolment.

Course Delivery

The course delivery should outline how the training will be delivered in detail. The expected duration of the training program needs to be identified. These include a breakdown 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 student to student 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 student.

- the mode of delivery; and
- where a full qualification is not being delivered, the number of units and/or modules being delivered is 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
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years
600-1200 hours	600-1200 hours	1200- 2400 hours	600-2400 hours	1200- 2400 hours	1800- 2400 hours

The delivery methods selected for use during training should be identified. These may include work-based training, face-to-face, distance, online, or a blended combination of these. Importantly, this will shape what resources MAEI develops or acquires as the supporting resources for the training program.

The environment in which assessment shall be conducted and training will be delivered should be identified. The environment includes the physical surroundings where training and assessment occurs. This may include an actual or simulated workplace. Most training packages require that the assessment environment is either a simulated or actual workplace and may have specific assessment conditions. MAEI will ensure these conditions are met through either a simulated environment and/or special workplace arrangements to support workplace assessment.

The course fee, admission criteria and entry requirements must be detailed. Student Support Services offered by MAEI must also be stipulated.

Reasonable Adjustment

This section should outline the relationship of reasonable adjustments to the delivery of training and assessment process. Reasonable adjustment may consider 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.
- Considerations relating to cultural beliefs, traditional practices, and religious observances.

Course Details

During the analysis of the training package requirements, units of competency, which contain pre-requisite or co-requisite requirements must be identified. This will shape the sequencing of the delivery, as will the requirements of industry and the deployment and expenditure of resources. Organisation and sequencing strategies that may be applied include simple to complex, clustered delivery, unit by unit or a strategy that is based on the way work is performed. MAEI recognises that the primary factors to influence the organisation of a training program are industry requirements.

Assessment Strategy

The assessment strategy is a critical component of the training program strategy. It will define how evidence will be gathered from students and demonstrate how the assessment will meet the training package requirements, meet the rules of evidence, and be conducted following the principles of assessment. The following points characterise the general requirements of good practice assessment that are applied by MAEI:

- Evidence is gathered over time involving several assessments rather than on one assessment occasion.
- Evidence is gathered using a range of assessment methods to allow for differences in student performance.
- Evidence is gathered in the holistic performance of simulated 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 student's performance in analysing a simulated workplace case study.

Assessment Method

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

At the beginning of the assessment strategy, the strategy should identify the assessment methods selected to gather evidence from the student. 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 is applied.

Assessment methods may include:

- Analysis of case scenario/ problem solving related to simulated workplace tasks.
- Structured activities that will lead to the demonstration of simulated workplace tasks.
- Questioning of required knowledge (verbal and/or written).
- Development of a portfolio of evidence which may include simulated workplace tasks, samples of work, statements by managers.
- Research and Review of simulated workplace reports, data, samples of work; and

- Report Writing.

Assessment Mapping

Assessment mapping 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 and should be unpacked here to provide clear guidance to assessors of MAEI's expectation of the assessment process and to showcase to external stakeholders the process MAEI applies. It is important to note that whilst MAEI may have a set process for gathering evidence, the process does need to be negotiated with each student to ensure it reflects the individual needs of each person. The timing of the assessment is determined by the assessor in consultation with the student. Assessment may begin after learning or may be timed to occur during a learning pathway.

In some cases, there is no learning, and the assessor and student 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 student.
- 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.

Self-Study Guide

- It is mandatory for each student enrolled at MAEI to complete the activities provided in the self-study guide as directed in a class by the trainer.
- Trainer and assessor will regularly review and assess the progress of the students on their self-study guide
- Students need to spend the allocated self-study time to complete the research/ review and other activities. This will assist in building the required skills and understanding of the subject
- Trainer and assessor will provide a signed Activities checklist once the students have completed their required self-study activities

- Students must submit this cover sheet with the final assessment submission. If this checklist is not marked as completed by the assessor; students are not eligible to submit the final assessment.

Resources

The resources section should outline the physical resources identified to deliver the 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:

- Workplace location or simulated workplace.
- Materials are relevant to a fully functioning workplace or simulated workplace.
- Equipment and tooling appropriate to a functioning workplace or simulated workplace.
- Specifications, work instructions and workplace sources of information.
- Qualified assessor with the relevant vocational and training and assessment competence.
- Appropriate evidence gathering tools, exercises, and instructions; and
- A suitable environment to support student performance.

Recognition of Existing Skills and Knowledge

This section should outline the arrangements MAEI have in place to assess Recognition of Prior Learning (RPL) and Credit Transfer (CT) applications. These include processes of lodgment through to decision and may outline the tools and resources to be used to assess RPL.

Management Action & Responsibility

This policy and procedures must be approved by the CEO prior to implementation.

Policy development	Compliance Manager
Policy implementation	Staff (teaching and non-teaching)
Policy monitoring	Compliance Manager & staff
Approval	CEO

Version History:

v1.0	Initial development
V2.0	Include Management Action & Responsibility
Policy monitoring	Compliance Manager & staff
Approval	CEO

Next review date: July 2025