Training and Assessment Policy and Procedure

Leadership Management Australia

1. Purpose

1.1   The purpose of this policy and procedure is to outline the approach taken by Leadership Management Australia Pty Ltd (LMA) to deliver high quality training and assessment to its Participants.

1.2   This policy and procedure align closely to Standard 1 from the Standards for RTOs and ensures the strategies and practices used in relation to training and assessment are responsive to industry and Participant needs and meet the requirements of the qualifications and courses provided.

This policy and procedure relate to the following Standards for RTO's 2015: Clauses 1.1-1.4, 1.8-1.12, 1.13-1.16, 2.2.

2. Scope

The policy and procedure apply to the training and assessment of all nationally endorsed training package qualifications, VET accredited courses, skill sets and units of competency listed on LMA's scope of VET Registration and any other non-accredited training. These include nationally recognised training which may be publicly or commercially funded.

3. Definitions

AQF means Australian Qualifications Framework which can be accessed at http://www.aqf.edu.au/

ASQA means Australian Skills Quality Authority which is the national VET regulator and LMA's registering body

Course means any nationally recognised qualification, unit of competency, skill set, or short course delivered by LMA.

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances.

To be competent, a person must demonstrate the following:

Task Skills	The skills needed to perform a task at an acceptable level. They include knowledge and practical skills, and these are usually described in the performance criteria.
Task Management Skills	These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
Contingency Skills	The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
Job Role/Environment Skills	The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
Transfer Skills	The ability to transfer skills and knowledge to new situations and contexts.

Principles of Assessment means assessment decisions are based on the principles of fairness, flexibility, validity and reliability, which definitions of each of these as outlined below:

Fairness   The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by LMA to take into account the individual learner's needs.

LMA informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility   Assessment is flexible to the individual learner by:

- reflecting the learner's needs;

- assessing competencies held by the learner no matter how or where they have been acquired; and

- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity   Any assessment decision of LMA is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;

- assessment of knowledge and skills is integrated with their practical application;

- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and

- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability   Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the Facilitator (Facilitator (Trainer Assessor) Assessor) conducting the assessment.

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable Participants with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or LMA.

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015

RTO means Registered Training Organisation

Rules of Evidence means that the evidence on which an assessment decision is based is valid, sufficient, authentic and current, with definitions for each as outlined below:

Validity   The Facilitator (Facilitator (Trainer Assessor) Assessor) is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency   The Facilitator (Facilitator (Trainer Assessor) Assessor) is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency

Authenticity   The Facilitator (Facilitator (Trainer Assessor) Assessor) is assured that the evidence presented for assessment is the learner's own work.

Currency   The Facilitator (Facilitator (Trainer Assessor) Assessor) is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

SRTOs means the Standards for RTOs 2015 – refer to definition of 'Standards'.

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework

Definitions quoted from Australian Skills Quality Authority - User's Guide to the Standards for RTOs 2015.
Accessed on December 29, 2023, from:
http://www.asqa.gov.au/verve/_resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

4. Policy Statement

4.1   Leadership Management Australia Pty Ltd (LMA) delivers training and assessment using the principles of competency-based training and assessment.   Wherever possible, LMA offers flexible approaches to learning and assessment. Primarily we deliver our training and assessment in workshops at the Participant's workplace and on the job. We aim to customise training to suit the specific needs of our clients and the Participant's work role where possible.

4.2   LMA incorporates adult learning principles throughout the delivery of its training courses. Although your Facilitator will assist you with advice and support during your course, you are encouraged to take responsibility for your own learning and to actively participate in the learning and assessment process.

4.3   All assessment is based on the assessment requirements of the relevant training package or VET accredited course and is conducted in accordance with the Principles of Assessment and Rules of Evidence as specified in the Standards for Registered Training Organisations (RTO's), 2015.

4.4   Participants are informed about the assessment process, their options, rights and obligations and are given multiple opportunities to demonstrate competence against a unit of competency.

4.5   Participants have access to an assessment appeals process if they are dissatisfied with an assessment process or outcome.

4.6   RPL is actively promoted to all Participants at the time of enrolment.

4.7 Participants are eligible for Credit Transfer if they hold a relevant AQF accredited unit that is allowable under the packaging rules of the qualification they are enrolling in and can present a USI Transcript or record of results to verify they hold the unit.

4.8 LMA is committed to the ongoing review and improvement of its assessment systems and processes. This includes using only suitably qualified Facilitator's (Facilitator (Trainer Assessor) Assessor's) to conduct assessments, providing ongoing professional development and conducting regular validation of assessment processes and tools.

5. Policy Application

5.1 Delivery of quality training

5.1.1 LMA provides quality training to its Participants for all Courses.
This means:

- Providing an appropriate amount of training for each Course to ensure effective outcomes for Participants in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
- Providing suitable educational and support services sufficient to meet the numbers of Participants enrolled with LMA.
- Providing training resources that are accessible to Participants regardless of their location or mode of delivery.
- Ensuring there are sufficient numbers of skilled Facilitators (Facilitator (Trainer Assessor) Assessors) who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and who are able to deliver the Courses on LMA's scope.
  Refer to the LMA *Skilled Facilitator (Facilitator (Trainer Assessor) Assessor) Policy and Procedure.*
- Identifying the support that each individual Participant needs prior to their commencement or enrolment with LMA (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes. *Refer to the LMA Pre-Training Review Policy and Procedure*.

5.2 Training and Assessment Strategies and industry consultation

5.2.1 In line with LMA's *Course Development and Review Policy and Procedure*:

- LMA engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
- A comprehensive Training and Assessment Strategy is developed and implemented for each Course on LMA's Scope of Registration. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
- Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
- Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the roadmap to the delivery of each course, in conjunction with LMA's policies and procedures.
- Facilitators (Facilitator (Trainer Assessor) Assessors) are provided with the Training and Assessment Strategy for each Course they train and/or assess to ensure consistency and compliance with the requirements.

5.3 Suitable and sufficient resources

5.3.1 LMA ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified Facilitators (Facilitator (Trainer Assessor) Assessors), relevant training rooms, learning aids, equipment, machinery, tools, and workplace environments. For further information refer to the *Course Development and Review Policy and Procedure*.

5.4 Assessment principles

5.4.1 LMA recognise that assessment is a core service offered to our Participants and is at the centre of our operation as an RTO. Quality assessment ensures that the skills and knowledge of Participants are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.

5.5 Assessing the Unit of Competency

5.5.1 LMA has an assessment system that ensures assessment:

- Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
- Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
- Requires the Participant to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
- Requires the Participant to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
- Considers' the Participants' dimensions of competency when making all assessment decisions.

LMA uses units of competency drawn from Training Package as the primary benchmark for assessment. Supporting these sometimes are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment. In order to identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the condition of assessment requirements. This process ensures that our assessment strategies accurately reflect the requirements of the relevant accredited course and are valid. To ensure alignment with all components of a unit of competency, unit mapping is undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out assessment validation. Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This is conducted at a micro level of detail to allow the mapping to be useful as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

5.6 Assessment context

5.6.1 LMA recognises the importance of establishing the right context for Participants during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workplace.

5.6.2 It is our responsibility to ensure that Participants are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the Participant's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the Participant's workplace performing real workplace tasks where possible.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for Participants to align with during realistic workplace activities, scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Tailoring the program outcomes to meet the organisational training needs of the workplace employer/enterprise without compromising the Accredited course document requirements.
- Creating assessment activities which require the Participant to conduct specific research relating to industry situations and occurrences where applicable.

5.6.3   While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the Participant is assessed as competent, this also means that the Participant can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

5.7   Principles of assessment

5.7.1   In the delivery of assessment services, LMA applies the principles of assessment. Assessment strategies have been designed to ensure:

Validity: We conduct assessment against the broad range of skills and knowledge identified within each unit of competency and which is integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.

Reliability: We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the Participant and for the Facilitator (Facilitator (Trainer Assessor) Assessor). We achieve this by using Facilitators (Facilitator (Trainer Assessor) Assessors) who have the required competencies in assessment and the relevant vocational competencies.

Our assessment resources also provide for standardised outcomes supported by model answers to guide Facilitators (Facilitator (Trainer Assessor) Assessors) in their judgements. Reliability is also supported by the moderation of assessment judgements across our Facilitators (Facilitator (Trainer Assessor) Assessors).

Flexibility: We strive to provide assessment opportunities that reflect a Participant's needs. Our chosen assessment strategies provide for recognition of a Participant's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the Participant themselves.

Fairness: Our assessment approach encourages fairness in assessment through consideration of the Participant's needs and characteristics and through making reasonable adjustments when it is required. Facilitators (Facilitator (Trainer Assessor) Assessors) achieve this through clear communication with a Participant to ensure that the Participant is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

5.8   Collecting evidence that counts – the rules of evidence

5.8.1   In collecting evidence, LMA applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

Sufficiency: We ensure the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

Validity: We collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the Participant performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Assessment evidence that is purely academic in nature should be given a lesser priority to the collection of evidence that relates directly to the Participant performing the tasks indicative to the unit of competency.

Authenticity: We seek evidence that is authentic. To support this, the Facilitator (Facilitator (Trainer Assessor) Assessor) must be assured that the evidence presented for assessment is the Participant's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to LMA (i.e., electronically, distance assignments, online) this is to include a signed authenticity statement by the Participant that they certify the work as their own.

Currency: We must be satisfied that the Participant currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence is to be based on the Participant's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a Participant has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, Facilitators (Facilitator (Trainer Assessor) Assessors) must validate the currency of a Participant's knowledge and skills.

5.9   Assessment tools

5.9.1   Assessment tools are the media (electronic or hard copy) used to gather evidence about a Participant's competence. We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of the accredited course document.

5.9.2   It is important for LMA staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. LMA staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements.

5.9.3   The following are examples of assessment tools used to support holistic assessment methods favoured by LMA which are incorporated into an assessment strategy to meet the requirements of Accredited course document and industry requirements, the rules of evidence and the principles of assessment:

- Questioning Written or verbal questions
- Direct observation on the job in real time
- Simulation exercises or role-plays

- Product with supporting documentation or journal/logbook, workplace samples/products, and Industry/workplace evidence reports, project outlines and explanation sheets, workplace templates
- Portfolios, for example collections of work samples by the Participant

5.9.4   To ensure no Participants are disadvantaged, where required the Facilitator (Facilitator (Trainer Assessor) Assessor) will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.

5.9.5   LMA has a plan for, and implements, systematic validation of assessment practices and judgments. *Refer to the Assessment Validation Policy & Procedure* for further information.

5.10   Assessment information and documentation

5.10.1   Assessment information is the information provided to both candidates and the Facilitator (Facilitator (Trainer Assessor) Assessor) to guide their conduct of the assessment and the completion of assessment activities. LMA assessment activities are supported by clear assessment information that will ensure a reliable assessment across our operation understanding that the quality of assessment outcomes produced by a Participant are directly affected by the quality of the information provided to them at the commencement of the activity.

5.10.2   Assessment documentation has been developed for all units of competency or modules in each Course. These documents include:
- Detailed instructions to the Participant about the tasks they must complete. Instructions set the framework for the activity detailing who, what, where, when and how.
- Benchmark answers and decision-making rules for the Facilitator (Facilitator (Trainer Assessor) Assessor)
- Recording tools for the Facilitator (Facilitator (Trainer Assessor) Assessor)
- Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module.

5.10.3   In some cases, LMA has grouped units of competency or modules together to form a cluster/subject. In this case, assessment requirements may relate to a group of units rather than one unit, however this will be made clear in the assessment task instructions and in course information.

5.11   Submission, feedback and re-assessment

5.11.1   Participants must submit each Assessment task within timelines specified in the assessment instructions.

5.11.2   Written and theoretical tasks will be assessed within 2 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent (C) once all tasks for the unit or module have been marked as Satisfactory. The outcome will be recorded in the Unit of Competency Final Result Sheet.

5.11.3   Where a task is marked as Not Satisfactory, the Participant will be provided with feedback from their Facilitator (Facilitator (Trainer Assessor) Assessor) and be given the opportunity to resubmit/re-attempt the task. LMA provide Participants up to three opportunities for additional training and reassessment at no additional cost to the learner or employer.

5.11.4   Where Participants repeatedly do not demonstrate competence following significant learning and assessment support, a Participant's enrolment can be cancelled as determined through mutual agreement.

5.12   On the Job Training and Assessment

5.12.1   The Participant will be provided a Training Plan prior to commencement of the training outlining: roles and responsibilities of all parties including any facilities, equipment or resources (which may include workplace supervision) required to be provided by the client/employer workplace. The original Training Plan signed by the Participant, Employer and LMA will be kept in the Participant's file.

5.12.2   LMA monitor the progress against the Training Plan to ensure that both the Employer and the Participant are meeting their obligations under the Training Plan and any applicable Funding Contract.

5.12.3   LMA ensure the Employer is engaged in the process of training and assessment of the Participant/s by attending their workplace or meeting virtually via Zoom by providing them opportunity to give feedback on the Participant's performance, the Course and LMA Facilitator/s. *Refer to the LMA Training Plan Policy and Procedure.*

5.13   Reasonable adjustment

5.13.1   A reasonable adjustment refers to measures taken to provide a Participant with a disability the same educational opportunities as everyone else through making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

5.13.2   To be reasonable, adjustments must be appropriate for that person, and must be allowable within rules defined by the training package or accredited course. An adjustment must not place unjustifiable hardship on LMA or other Participants.
Examples of reasonable adjustments could include:
- extra time to complete assessment tasks
- completion of assessments in oral rather than written format
- use of adaptive technology

5.13.3   Prior to making an adjustment to an assessment the Facilitator (Facilitator (Trainer Assessor) Assessor) should discuss the adjustment needed with the Participant to ensure that the adjustment can meet the needs of the Participant while maintaining the integrity of the assessment. Adjustments to assessments will be recorded in the applicable Assessment Tool and Participant File.

5.14   Assessment appeals

5.14.1   Participants have the right to make an appeal against an assessment decision by referring to and following the *Complaint and Appeals Policy and Procedure*. Assessment appeals relate specifically to dissatisfaction with an assessment outcome.

5.14.2   Complaints regarding the training services more broadly, which do not directly relate to an assessment outcome, should be addressed through the *Complaint and Appeals Policy.*

5.15   Recognition of Prior Learning (RPL)

5.15.1   Participants who believe they already have the skills and knowledge required by some or all of the units in a qualification may seek to have their existing competency recognised through a formal RPL process. The RPL process involves the Participant gathering evidence from life, work and study experience and matching it against the specific outcomes of individual units of competency. A Facilitator (Facilitator (Trainer Assessor) Assessor) is appointed to assist the Participant with this process. In the first instance the Facilitator (Facilitator (Trainer Assessor) Assessor) may discuss with the Participant the context of their experience and their individual circumstances to help determine if RPL is the most appropriate pathway.

5.15.2   Candidate RPL Kits are available for each qualification to guide the Participant in putting together an RPL portfolio of evidence.

5.15.3   The Facilitator (Facilitator (Trainer Assessor) Assessor) may conduct interviews or observations of the candidate as part of the RPL evidence gathering process. Once all evidence has been collated it is reviewed by the Facilitator (Facilitator (Trainer Assessor) Assessor) and an assessment decision is made and advised to Participant.

5.15.4   If a Participant has not been able to gain RPL for all of the qualification they will be advised of gap training options.

5.15.5   RPL assessment must comply with the Principles of Assessment and Rules of Evidence and Participants who are dissatisfied with an RPL assessment process or outcome have access to the assessment appeals process.

5.15.6   Costs for RPL processes are included in the normal fee for service course enrolment costs. There is no reduction in fees in situations where competency is granted via RPL rather than formal training and assessment. In some funded programs, RPL fees are stipulated by the government. Refer to the *Fees, Charges and Refund Policy and Procedure* for RPL fee details on funded courses.

5.16   Credit Transfer

5.16.1   LMA accepts and provides credit to Participants for units of competency where these are evidenced by AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or an authenticated VET transcript issued by the Registrar.

5.16.2   LMA will only consider credit for qualifications/units completed within the Australian Qualifications Framework (AQF).

5.16.3   LMA does not offer credit for study completed outside the Australian Qualifications Framework (non-Australian Qualifications) as we do not have the capacity to determine equivalence of non-Australian Qualifications. Equivalence of AQF qualifications is determined by the mapping documents in the relevant training packages and/or by a qualified Facilitator (Facilitator (Trainer Assessor) Assessor) making a judgement that the outcomes of the units held are equivalent to those for which credit is requested. Refer to the LMA *Credit Transfer and Recognition of Prior Learning Policy and Procedure*.

5.17   Participant plagiarism, cheating and collusion

5.17.1   Participants are expected to complete all assessments ethically: without plagiarism, collusion or cheating. Plagiarism is taking someone else's work and/or ideas and passing them off as your own. It is a form of cheating and is taken seriously by LMA. The following are examples of plagiarism:
- Copying sections of text and not acknowledging where the information has come from
- Mashing together multiple 'cut and paste' sections, without properly referencing them, to form an assessment response
- Presenting work that was done as part of a group as if it were just your own work
- Using information (pictures, text, designs, ideas etc.) and not citing the original author(s)

5.17.2   Any Participants suspected of unethical behaviour will be managed through the disciplinary procedures which may require the Participant to attend disciplinary meetings, submit their assessment again, or for repeated acts may be asked to withdraw from the course. Refer to the LMA *Participant Code of Conduct Policy and Procedure.*

5.18 Record keeping

5.18.1 LMA will comply with the requirements of ASQA's General Direction: Retention requirements for completed assessment requirements available at: https://www.asqa.gov.au/resources/guidance-providers/retention-requirements-completed-Participant-assessment-items

5.18.2 This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

5.19 Assessment validation

5.19.1 Assessment validation is the process where Facilitators (Facilitator (Trainer Assessor) Assessors) compare and evaluate their assessment methods, assessment procedures and assessment decisions. LMA will facilitate regular assessment validation opportunities to maintain a quality assessment process and to continuously improve assessment strategies. Further information can be found in the *Validation Policy and Procedure*.

5.20 Feedback and improvements

5.20.1 LMA collects feedback about its training and assessment practices and systems from Participants, Facilitators (Facilitator (Trainer Assessor) Assessors) and industry. Feedback will be collected regularly, collated and analysed in order to bring about effective improvements. Refer to the *Quality Assurance Policy & Procedures* for further details.

Procedures

1. Workshop preparation and delivery

Refer: Standard 1: Clause 1.3 and 1.7

Procedure	Responsibility
A. Leader Guides and supporting materials • Workshop sessions are to be delivered using the <u>approved</u> Leader Guide session plan for the topic/ unit / module. • Workshop session plans are a summary of the content and activities to be covered in each session and refer the Facilitator (Trainer Assessor) to relevant parts of learning and assessment materials to be covered. • They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan. • Workshop session plans ensure that what should be covered in a session is covered. Facilitators (Trainer Assessors) are able to adjust session content to suit the needs of the group where required. • Facilitators (Trainer Assessors) should provide feedback for improvement to session content and materials.	National Quality and Compliance Manager Facilitator (Trainer Assessor)

2. Participant support

Refer: SRTOs: Clause 1.7 of Standard 1

Procedure	Responsibility
A. Pre-Training Review • All Participants complete the LMA Enrolment process which includes the Pre-Training Review and LLN Assessment. This process is used to identify individual needs of Participants. • The Facilitator (Trainer Assessor) will further discuss the needs with the Participant to identify how LMA can support the Participant. An individual support plan may be developed to assist the Participant through the course. • A Participant may not be offered a place for enrolment if LMA is not able to support the Participant in the course.	Facilitator (Trainer Assessor)
B. Individual support plans • For Participants that have had individual support requirements identified, an *Individual Support Plan* will be developed which will outline the strategies used to provide the Participant with additional support over and above what is normally offered in the course. • This may include: o Additional one-on-one support from the Facilitator (Trainer Assessor). o Assigning a mentor/coach that is able to provide additional support in the workplace and who works closely with the Participant and the Facilitator (Trainer Assessor). o Adjustments to the way training resources are accessed or provided. o Adjustments to the way assessments are to be conducted or extra time for assessments. o Additional online support o Linking with additional resources in the Participant's workplace	Facilitator (Trainer Assessor)

Procedure	Responsibility

B. Workshop delivery
 	
• All Workshop sessions are to be delivered according to the approved Workshop session plans.
 	
• The Facilitator (Trainer Assessor) should set up the training room/area to suit the requirements of the session.
 	
• The Facilitator (Trainer Assessor) will record the Participants Attendance in the approved LMA Attendance Record.
 	
• Facilitators (Trainer Assessors) should collect session feedback as required according to the *Quality Assurance Policy and Procedures.*
 	
• Participants may require individual support during, before and after Workshops. This should be documented accordingly.
 	
• The completed attendance roll should be provided to the head office for data entry within one week.
 	
• Facilitators (Trainer Assessors) will deliver training and assessment services by conducting Workshops.
 	
    o For LMA Courses this will be Online via Feedback Online (FBOL)
    o For LMA OpEx this will be face to face in the Participants workplace.
 	
• Workshops may include training, support and/or assessment.
 	
• The Facilitator (Trainer Assessor)/ assessor will liaise regularly with the Participant and the nominated Workplace Manager/Mentor/Supervisor throughout the duration of the Course to monitor progress and gather feedback.
 	
• Workshops include delivery of Training and Assessment. Activities may include a component of workplace observations requiring the completion of set tasks and/or observation of routine work duties – this will be outlined in the relevant Course Guide, task instructions for the unit/module/cluster.
 	
• The Facilitator (Trainer Assessor)/assessor will ensure, prior to conducting a Workshop, that the appropriate arrangements are in place for observing the relevant tasks to be demonstrated where required.
 	
• The Workplace Manager/Mentor/Supervisor may also be required to provide completed *Third Party Reports* to verify the Participant's workplace skills. The Facilitator (Trainer Assessor)/assessor will liaise with the relevant person to ensure they have been completed and can be collected and verified.
 	
• For any Client workplace agreeing for their Employees as LMA Participants undertaking a Course with LMA must have full and complete information about the course and the expectations upon them and the Participant during the agreement including access to appropriate facilities, equipment and job requirements to provide the Participant with appropriate learning opportunities relevant to their course.
 	
• Assessment outcomes will be recorded in accordance with the *Conducting Assessment* section in this procedure.
	National Quality and Compliance Manager
	
	Facilitator (Trainer Assessor)

Procedure	Responsibility
C. Simulated workplace environments • Information on how this is to be set up should be outlined in the Training and Assessment Strategy. • Assessments may only occur in a simulated environment where outlined in the assessment materials and where allowed and suitable by the Training Package.	National Quality and Compliance Manager Facilitator (Trainer Assessor)
A. Collect feedback during visits • Participants' and workplaces will be asked for feedback during workplace visits. This will be through *Participant Visit Surveys*, *Employer Visit Surveys*, *Quality Indicator Employer Satisfaction Survey*, *Participant Exit Survey*, and/or *Employer Exit Survey* – these are to be collected in line with the *Quality Assurance Policy and Procedure.*	Facilitator (Trainer Assessor)

3. Conducting assessments

Refer SRTOs: Clauses 1.7 and 1.8

Procedure	Responsibility
A. Preparing and conducting assessment • Requirements of assessment for each unit/module/cluster are outlined for the Participant in the Participant Assessment Guide and instructions are provided for assessors in the relevant Marking Guide. • Participants are advised of the assessment requirements at the start of the unit/module/cluster, and they show their agreement by signing the Assessment Plan. • Participants are advised of relevant due dates for each assessment task. • Assessment tasks are conducted during scheduled Workshops and within the Participants' own workplace environment. Instructions for completing tasks will be outlined in the relevant Assessment Task Tool. • Submitted assessment tasks should be assessed within 2 weeks of it being received. • A Participant will be given a verbal summary of the feedback, and the Facilitator (Trainer Assessor) will provide a combination of verbal and written feedback about the outcome of the Assessment task and Unit outcome. A copy will be kept on the Participant's file and a copy provided to the Participant.	Facilitator (Trainer Assessor)
B. Recording outcomes • Each assessment task will be given an outcome of either Satisfactory or Not Satisfactory. • A Participant will receive a Competent outcome once all the tasks for a unit/cluster have received a Satisfactory outcome. • A Not Yet Competent outcome will be recorded against a unit at the end of the term where either:	Facilitator (Trainer Assessor)/Assessor

Procedure	Responsibility
o All tasks have been assessed and some or all have been marked as Not Satisfactory, or o Only some tasks have been submitted even if they have all been marked as Satisfactory.	
C. Re-submission • Participants will be provided additional attempts per assessment task to achieve a Satisfactory outcome. • Resubmission outcomes should follow the same process for feedback and recording as outlined above.	Facilitator (Trainer Assessor)/Assessor
D. Making Reasonable Adjustments • Reasonable Adjustments may be required to training and/or assessment methods for Participants to provide them with the same educational opportunities as everyone else. • Assessors can refer to the RTO Facilitator (Trainer Assessor) Assessor Handbook and BDM, for further information about how and when to make reasonable adjustments. • Where a reasonable adjustment is made to assessment, will be recorded in the applicable Assessment Tool and Participant File.	Facilitator (Trainer Assessor)

4. Plagiarism, cheating and collusion

Refer SRTOs: Clause 1.8

Procedure	Responsibility
A. Dealing with academic misconduct • Where a Facilitator (Trainer Assessor) believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the National Quality and Compliance Manager (NQ& CM) along with reasons for allegation. Reasons may include: o Similarity between Participant responses o Use of un-referenced source materials o Copying of other participant's work o Copy of material from the internet or textbooks • Refer to the *Participant Code of Conduct Policy and Procedure*	Facilitator (Trainer Assessor)

5. Records of assessment

Refer SRTOs: Clause 1.8

Procedure	Responsibility
A. Keep records of assessment • Records of assessment, including all assessment tools, completed tasks and assessment evidence for a unit, will be kept for a period of at least six (6) months from the time the judgement of competence was made. • Records will be kept securely in the following way: o Scanned and saved on the VETtrak Participant management system and stored in Participant training files.)	Facilitator (Trainer Assessor)/Assessor & BDM

Supporting Documents

- Training and Assessment Strategy
- Assessment Workbooks/Tools
- Assessment Marking Guides
- Assessment Guide/s
- Participant Handbook
- Participant Code of Conduct Policy and Procedure
- RPL Toolkits (per qualification)
- Validation Policy and Procedure.
- Course Development and Review Policy & Procedure
- Pre-Training Review Policy and Procedure
- Evidence of Participation (EOP) Policy & Procedures
- Complaints and Appeals Policy and Procedure
- AQF Certification Policy and Procedure
- Quality Assurance Policy and Procedures