

TRAINING AND ASSESSMENT STRATEGY POLICY AND PROCEDURE

PP.07

1.0 Objective

- 1.1 AAPA will develop Training and Assessment Strategies (TAS) in consultation with industry. The TAS will meet the requirements of the relevant training package and VET accredited course. Training staff, educational and support services, learning resources and facilities will be consistent with the requirements of the relevant training package or VET accredited course and the relevant TAS.
- 1.2 This policy will outline how AAPA will develop, monitor, review and update TAS's.

2.0 Policy Statement

- 2.1 The TAS sets out the blueprint for the delivery and assessment of the qualification or unit competencies or accredited courses aligned to the learners needs & training package. It must be developed in consultation with industry and systematically reviewed for currency and customized to suit needs of the specific target group.

3.0 Scope

- 3.1 This policy applies to the development of the TAS for each and every qualification on scope (or to be placed on scope). Consultation with industry, validation of training and assessment and resources including staff, equipment, facilities and learning materials is part of the process.
- 3.2 AAPA will ensure that training and assessment meets the needs of clients groups and the training package via firstly developing the program and aligning the elements and performance criteria from the training package to that of the learner guides and assessment tools with effective industry consultation.
- 3.3 AAPA then completes a validation process for each program, noting that validation exercises are completed on an annual basis both with internal staff and external panel members as part of systematic review and when changes to the training package have occurred and prior to a new qualification being placed on scope. All TASs are moderated during the course delivery and reviewed half yearly and updated as and when required.

4.0 The Training and Assessment Strategy

4.1 The training and assessment strategy at minimum, consists of:

- 4.1.1 Training product
- 4.1.2 Core and elective components (full qualifications)
- 4.1.3 Mode of delivery
- 4.1.5 Entry requirements
- 4.1.6 Duration and scheduling
- 4.1.9 Assessment resources, methods and timing
- 4.1.10 Learning resources
- 4.1.11 Human resources
- 4.1.13 Physical resources
- 4.1.18 Strategies for ‘stand-alone’ single units or skill sets
- 4.1.19 Strategies for ‘assessment only’ pathways

4.2 TAS Development Procedures

- 4.2.1 The training and assessment strategies are developed in consultation with industry.
- 4.2.2 There will be initial and ongoing consulting with employers and industry to enable AAPA to understand the needs of these groups and trends and changes in technology for further development and continuous improvement.
- 4.2.3 RTO Manager will invite industry to participate in the development of the training and assessment strategies.
- 4.2.4 The initial interview may be via phone or in person (refer to F.21 – Initial Consultation with Industry). All consultation must be documented.
- 4.2.5 Industry sources may come from one or more of the following stakeholders: employers, industry associations, industry skills councils.
- 4.2.6 Training staff together with RTO Manager will research and identify any specific learner needs, including any relevant legislation and licensing requirements.
- 4.2.7 The training package must be unpacked to ensure AAPA has a full understanding of all areas.
- 4.2.8 All research findings and consultations will be collated, reviewed and refined for addition/development of the TAS.
- 4.2.9 A draft copy of TAS will be provided to industry reviewers for feedback, any feedback will be considered and where approved a

modification/improvement to the TAS will be completed – this will be documented.

- 4.2.10 The TAS must be tailored to suit specific client or workplace needs. It must be developed including the amount of training and consistent with the requirements of training packages. Amount of training is determined based on the existing skills, knowledge and the experience of the learner, the mode of delivery and the number of units where a full qualification is not delivered. With regard this, different strategies may need to be developed for different delivery models or target groups.
- 4.2.12 Once the TAS is endorsed by industry stakeholder and approved by the AAPA Executive Chairman it will be deployed and made operational.
- 4.2.13 The TAS will be moderated during the course delivery or reviewed half yearly and updated if required (refer to F.19 – Training and Assessment Strategy Review, F.03 - Management Review Report) or earlier if necessary.
- 4.2.14 Changes to TAS may occur where industry has changed, feedback has been received, analyzed and changes are required to document.
- 4.2.15 Where changes are required to the TAS, this will be detailed in the TAS review document and a corrective action notice will be developed for action.
- 4.2.16 Training staff will be provided a formal presentation regarding the contents of applicable TAS and its application.
- 4.2.17 Training staff will be provided a copy of TAS in the programs they will be teaching.
- 4.2.18 Chief Flying Instructor will review training staff to ensure what is detailed in the TAS is what is occurring in practice.
- 4.2.19 Validation of assessment including RPL will be completed on an annual basis and/or earlier as required.
- 4.2.21 If validation and/or moderation exercises dictate that changes are necessary to the TAS, for example: it may be found that the TAS is no longer current and does not meet the needs of industry or learners. As such, training staff together with RTO Manager will review, analyse and will make the relevant changes.
- 4.2.22 Any changes to TAS will be notified to the relevant stakeholders and must be approved by the Executive Chairman.

4.2.23 As part of continuous improvement AAPA will continually look at ways of improving its service and delivery, AAPA maintains a close link with its clients and industry for continual feedback.

4.2.24 Chief Flying Instructor together with RTO Manger reviews legislation and other relevant education websites regularly and ensure the TAS is regularly updated taking into account changes in industry technology and techniques, legislation, and the training package itself, as well as the availability of resources within AAPA.

4.2.25 The TAS must also be consistent with the advertising and other material provided to prospective learners.

5.0 Responsible parties

5.1 In AAPA, the Executive Chairman is responsible for overall strategic and operational management. The Executive Chairman will oversee the development of training and assessment strategies and approve implementation of training and assessment strategies and/or changes to training and assessment strategies (where applicable).

5.2 Training staff together with RTO Manager are responsible for the development, monitoring, review and updates to all training and assessment strategies including:

5.2.1 The development, monitoring, review and updates to all TAS.

5.2.2 Ensuring that all TAS are compliant to the VET Quality Framework requirements and associated legislative instruments.

5.2.3 Completing scheduled reviews of all TAS's every 6 months or earlier as required

5.2.4 Extensions to scope, maintaining scope and monitoring of training package for changes, updates and expiration.

5.2.5 Identifying any licensing requirements or particular regulations.

5.2.6 Identifying appropriate industry stakeholders in the development phase.

5.2.7 Sourcing or developing appropriate learner resources and assessment tools.

5.2.8 Sourcing or developing educational and support services and monitoring the facilities and equipment in consultation with Executive Chairman available to accommodate and support the number of learners.

5.2.9 Preparing and facilitating the validation and moderation exercises.

5.2.10 Further industry engagement/consultation and as such completion of

validation documentation.

- 5.2.11 Moderation exercises with internal training staff.
- 5.2.12 Developing the qualification mapping matrix to detail how strategy aligns with training package and industry requirements.
- 5.2.13 Conducting internal audits and risk assessments.
- 5.2.14 Continuous improvement activities.
- 5.2.15 Ensuring training staff complete delivery and assessment plan for relevant competency.

Note: Training staff if not mentioned separately will include Chief Flying Instructor

6.0 Associated Forms

- F.03 – Management Review Report
- F.13 – Validation Assessment Tool
- F.14 – Validation Assessment Evidence Cover Sheet
- F.19 – Training and Assessment Strategy Review
- F.20 – Training and Assessment Strategy
- F.21 – Initial Consultation with Industry
- F.22 – Trainer Skills Matrix

7.0 Associated Standards

Refer to: [Clause 1.1-Clause 1.12]

Responsibility: Training Staff, Chief Flying Instructor and RTO Manager,

Approved by: AAPA Executive Chairman