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TITLE:	DEVELOPMENT OF LEARNING AND ASSESSMENT STRATEGIES AND RESOURCES
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POLICY STATEMENT

Perth Boat School is committed to develop, implement and review learning and assessment strategies and resources, for training package qualifications within its scope of registration, which accommodate the needs of its clients and satisfy the requirements of the Training Packages.

Perth Boat School will:

- * identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients;**
- * implement these strategies for each Training Package qualification and accredited course within its scope of registration. These strategies will include the identification of proposed target groups, delivery and assessment modes and strategies, assessment validation processes and pathways, and will be developed in consultation with enterprise/industry;**
- * document these strategies on application for registration and on extension of scope;**
- * validate its assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments at least annually, and by documenting any action taken to improve the quality and consistency of assessment;**
- * offer various training strategies and assessment methods including skills recognition, simulations, written and verbal assessment, to accommodate the needs of individuals;**
- * ensure that training and/or assessment products and services are developed, adapted and/or delivered in line with the requirements in the AQTF standards;**
- * ensure all training and assessment activities are conducted using an open, supportive process which includes participants being made aware of the precise requirements of their training and assessment;**
- * ensure that Perth Boat School has access to the relevant staff, facilities and equipment to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment requirements; and**
- * ensure that it has training and assessment materials for everything on its scope of registration and delivery profile.**



DEVELOPMENT OF LEARNING AND ASSESSMENT STRATEGIES AND RESOURCES

1.0 INTRODUCTION

Perth Boat School is committed in developing training and assessment strategies and have a complete set of training and assessment resources for each qualification and unit of competency under its scope of registration, to meet compliance with the Australian Quality Training Framework 2007 (AQTF 2007). In the development of such strategies and resources Perth Boat School is required to ensure that industry consultation occurs to ensure relevance, currency, validity and reliability.

2.0 POLICY PRINCIPLES :

2.1 General Strategies

- The Manager of Perth Boat School develops and documents its Learning and Assessment strategies in consultation with clients and stakeholders, taking account of factors such as industry/enterprise needs, the commercial environment, cost, the requirement of the Training Packages and the degree of flexibility required to accommodate the specific learning needs of trainees and those undertaking assessment (ie their language, literacy and numeracy needs).
- The Manager of Perth Boat School is responsible for the development, Trial, ongoing review and modification of all training and assessment resources, which complement the training and assessment strategies.
- Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards is to occur at least annually and any action to improve the quality and consistency of assessment is to be documented. (See Moderation Policy and procedures)
- The learning and assessment strategies developed by Perth Boat School are documented by the Manager of Perth Boat School on application for registration of Perth Boat School and on application for extension of scope of registration.
- The Manager of Perth Boat School will ensure appropriate access to the personnel, facilities, equipment, training and assessment materials required to provide the training and/or assessment services within the scope of registration and scales of operations, to accommodate client numbers, client needs, delivery methods and assessment requirement (including distance learning and on-line).

2.2 Learning and Assessment Strategies

Perth Boat School has developed a Learning and Assessment Strategy (LAS) template which is to be used for each unit of competency under the scope of registration. The full completion of this template ensures



that all the requirements of a LAS, as defined within the AQTF and by the Training Accreditation Council (TAC), are met.

2.3 Training Resource Manuals (TRMs)

Perth Boat School's learning and assessment resources will consist of the following:

Trainer Resources	<ul style="list-style-type: none">• Trainer information regarding the Unit of competency• Session Plans• Handouts• PowerPoint presentations
Participant Resources	<ul style="list-style-type: none">• Participant Manual
Assessor Resources	<ul style="list-style-type: none">• Assessment tools<ul style="list-style-type: none">○ Assessor information regarding the unit of competency○ Assessment instruments○ Assessment forms/templates○ RPL application and information pack○ RPL portfolio tools
Mapping documentation	<ul style="list-style-type: none">• Assessment mapping documentation• Training resources mapping documentation
Templates	<ul style="list-style-type: none">• All templates and forms used for Training program

- TRMs are controlled training materials that contain all the information required to run a Course, which comply with AQTF requirements.
- A TRM is comprised of the following components:
 - Training Resources (Part 1)
 - Participant Resources (Part 2)
 - Assessment Resources (Part 3)
 - Mapping Documentation (Part 4)
- Wherever required, training courses are aligned with Training Packages. This means that the skills and knowledge that participants develop will be recognised in other States and Territories.
- TRMs are to be followed as closely as possible by all trainers and assessors. Variation to the conduct of training and assessment away from that expressed in the TRM is not acceptable with out prior approval from the Manager of Perth Boat School.

The key variations which will not be acceptable are the deletion of:

- Any learning session contained in a TRM (or parts thereof)
 - The assessment process (or part thereof)
 - Record management requirements
- **Copyright and reproduction of Learning and Assessment Materials**

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While every care has been taken to ensure that the information contained in this TRM is the best available, Perth Boat School does not give warranty nor accept any liability in relation to the content of this work.

3.0 SUPPORTING DOCUMENTATION

Perth Boat School documentation which supports the implementation of this Policy includes:

- F12_01 Learning and Assessment Strategy Template
- F12_02 Consultation with industry form
- F12_03 Dimensions mapping
- F12_04 POA Mapping
- F12_05 ROE Mapping
- F12_06 UOC mapping
- F12_07 TRM Template outline
- F12_08 Course resource development file form
- Training Resources Manual Template



4.0 PROCEDURES

DEVELOPMENT OF LEARNING AND ASSESSMENT STRATEGIES AND RESOURCES

12-01

Perth Boat School uses a **10-Step Process for the Development of L&A Strategies and Training and Assessment Resources**. As these documents directly relate and support each other it is logical that these documents be developed simultaneously.

The 10-Step Process involves consultation with industry representatives to ensure relevance, currency, validity and reliability of all information, resources and approaches.

Step One – Identify appropriate Training Package and Units of Competency (UOC)

- 1 The Director of Perth Boat School will identify the relevant Training Package and Units/s of competency under the scope of registration, for which learning and assessment Strategy and Training resources need to be developed. This will be in consultation with industry, taking into account the Business Plan, industry and market trends.
- 2 Some initial information regarding Training Packages may be obtained from the National Training Information Systems website (NTIS): www.ntis.gov.au
- 3 The Director of Perth Boat School will use RTOnet from the TAC website: www.tac.wa.gov.au/content/section8/rtonet.asp to confirm valid scope of registration.

If the relevant Training Package unit of competency is not included under Perth Boat School's scope of registration, the Director Perth Boat School will make application to the TAC for an extension of scope. See Perth Boat School policy and procedures for RTO registration and maintenance POL22 Management of RTO.

Step Two – Identify the requirements of the Training Package and Units of competency

- 1 Once the relevant Training Package and unit/s of competency have been identified the following requirements need to be identified:
 - 1.1 **Assessment Guidelines within the Training Package**
 - Skills required for assessors
 - Context of assessment
 - 1.2 **Qualification Packaging Rules within the Training Package**
 - Interdependence of unit/s of competency (i.e. pre-requisites and co-requisites)
 - Core and Elective units
 - 1.3 **Customisation Guidelines**
 - Customisation of qualifications
 - 1.4 **Unit of competency**
 - Elements and Performance Criteria
 - Range of variables
 - Evidence Guide – underpinning knowledge and skills
 - Context of assessment



Step Three – Commence development of the L&A Strategy (LAS)

- 1 The Perth Boat School LAS template, relevant to the appropriate AQF level, is used to commence the development of a L&A Strategy for this course.
- 2 The LAS is updated with relevant information at appropriate points throughout the development process.

Step Four – Determine the grouping of UOC's into Perth Boat School's Training courses

- 1 The Director of Perth Boat School will determine the appropriate grouping of UOCs into relevant training courses for delivery, ensuring the requirements of the training package (as identified in Step 2) are met. This will be in consultation with industry/client.
- 2 The LAS is updated with relevant information, including:
 - o AQF Qualification level
 - o Program Title
 - o Unit/s of Competency
 - o Participant target groups
 - o Training Modes and Strategies
 - o Delivery Structure (taking into account nominal learning hours from the Implementation Kit)
 - o Assessment Strategies
 - o Trainer competencies
 - o Assessor competencies
 - o Staff qualification / industry experience
 - o Training resources
 - o Evaluation
 - o Assessment Validation /Moderation Processes
 - o Pathways

Step Five – Development of Assessment Resources for the course

- 1 The Director of Perth Boat School will be responsible for the determination and development of the appropriate assessment resources required for the course, ensuring all the requirements of the training package (as identified in Step 2) the AQTF are met. This will be in consultation with industry. This may involve contracting this work.
- 2 This will involve the completion of the following, in the following order:
 - 2.1 **Evidence Requirements** - This document is developed for each course. It identifies the relevant evidence that is required to be collected from a candidate to ensure they address all of the elements and performance criteria from the unit/s of competency in order to deem them competent. It also provides the opportunity to identify how this evidence could be collected from the candidate, i.e. the format, assessment approach and type of assessment instruments. Information gathered in 2.1.4 is also used to determine suitable assessment approaches.

Perth Boat School uses a template document for this mapping.
 - 2.2 **Assessment instruments** - Assessment instruments are developed using Perth Boat School templates, in accordance with those approaches identified in 2.1. This includes the development of an assessment checklist for each assessment instrument.

If assessment instruments already exist, this will involve gathering all of the existing assessment instruments, which are relevant to the particular unit/s of competency for the course, and completing the following mapping processes



and documentation before making relevant changes to develop new resources in the new assessment templates and addressing any gaps.

Perth Boat School uses assessment instrument templates for this.

- 2.3 Recognition of Prior Learning (RPL) resources** - Skills recognition resources are developed for each course, providing another assessment option. These resources are developed using RPL portfolio template, in accordance with those approaches identified in 2.1.

RPL resources include:

- o Assessor Information
- o **RPL** Application form
- o Candidate information
- o Assessment checklist

Perth Boat School uses assessment instrument templates for this.

- 2.4 Student Competency Record** - This document is developed for each assessment option of a course. It is a document which identifies each individual candidate, the assessment option they have been assessed against and the judgment of competency against each element of each unit within that assessment option. This record is used to determine when a candidate has demonstrated all areas of competency for the production and awarding of the appropriate certification document.

Perth Boat School uses a template document for this mapping.

- 2.5 Assessment Tool** - This resource is developed for each assessment option of a course. The assessment tool includes:

- o Assessor Information/instructions
- o Candidate information
- o Assessment instruments
- o Assessment checklists for each assessment option
- o Candidate assessment record
- o Pre-Assessment briefing checklist
- o Post-Assessment briefing checklist

Perth Boat School uses assessment tool template for this.

- 2.6 Dimensions of competency (F12_03)**- This document is developed for each assessment option of a course. It identifies how each assessment option is designed to address the dimensions of competency; task skills, task management skills, job/role environment skills and contingency skills.

Perth Boat School uses a template document for this mapping.

- 2.7 Rules of Evidence mapping (F12_05)** - This document is developed for each assessment option of a course. It identifies how each assessment option is designed to address the rules of evidence, those being; validity, sufficiency, currency, authenticity and consistency.

Perth Boat School uses a template document for this mapping.

- 2.8 Principles of Assessment (F12_04)** - This document is developed for each assessment option of a course. It identifies how each assessment option is designed to address the principles of assessment, those being; validity, reliability, flexibility and fairness.

Perth Boat School uses a template document for this mapping.

- 2.9** The LAS is updated to include specific detail regarding assessment strategies, modes and resources.



- 3 The Manager of Perth Boat School will identify and engage relevant industry experts to review the Assessment tools developed.
 - 3.1 This is a person/panel of people who will use the validation approach to ensure that assessment resources meet the relevant workplace and competency requirements.

Perth Boat School uses a template document for this mapping.
 - 3.2 The Assessment resources and mapping documentation are upgraded in accordance with relevant feedback received through the validation process. The LAS is updated to include specific detail regarding assessment strategies, modes and resources.

Step Six: Engage industry experts to consult with the development of training resources.

- 1 The Manager of Perth Boat School will identify and engage relevant industry experts to develop learning resources for the course.
 - 1.1 Industry experts in the relevant field relating to the program will be sought, identified and approached for their interest to be included in the development of learning resources for the course.
 - 1.2 The Manager of Perth Boat School will resource a contract writer.
 - 1.3 Training resources will include
 - o Trainer information;
 - o Lesson Plans;
 - o PowerPoint presentations;
 - o Handouts; and
 - o Participant Manuals.
 - 1.4 Relevant information, feedback, suggestions, comments, material and examples from industry experts will be sought.

Step Seven: Map the program and units of competency with existing training resources.

- 1 All relevant existing Perth Boat School's training materials and resources will be identified and gathered.
- 2 **Unit of competency Mapping** (F12_06) Existing resources will be mapped against the units of competency of the training program using the relevant Perth Boat School template. This will identify any gaps, which need to be addressed.

Perth Boat School uses a template document for this mapping.

Step Eight – Develop Training Resources.

- 1 Identify all the requirements of the training package and unit of competency as identified in 2.1
- 2 Identify relevant legislation, which impacts on the subject matter of the training course.
- 3 **Course Content Mapping** - Identify the knowledge and skill development required to address the requirements of the unit of competency, as identified in 1 & 2. This will help identify the content, resources and training methods to be used throughout the training program.

Update the T&A strategy with information regarding content, resources and training methods.

 - 3.1 The Manager of Perth Boat School will provide the contract writer with the following:
 - Unit/s of competency
 - Link with content experts



- Link with texts available
 - Evidence requirements developed at 8.3.
- 4** The contract writer will develop trainer and participant resources, as previously identified, using the TRM template. This may involve using some of the existing resources and information, upgrading the information, adding information to address gaps as identified in step 7. This needs to ensure that all the requirements are met, as identified previously; chunking and sequencing learning into a logical flow and incorporating adult learning principles and both knowledge and skills development.
- This needs to include:
- Identifying delivery modes and methods suitable for the training program content
 - Identifying the resources required to deliver the training program
 - Identifying the language, literacy and numeracy level requirements for the training program
 - Ensuring key competency requirements are included
 - Ensuring dimensions of competency are incorporated into the learning process
 - Ensuring occupational health and safety factors are taken into account and incorporated into the training program materials
 - Ensuring legislative requirements are taken into account and incorporated into the training program materials
- 4.1** For a first time writer, The Manager of Perth Boat School will review the work completed, once the writer has completed the first module.
- 4.2** The Manager of Perth Boat School may ask for writers to submit each module, depending on progress.
- 5** Once the writer has completed writing the course materials, the Manager of Perth Boat School will conduct a quality check on the materials. (This may occur at the submission of each module)
- 5.1** The Manager of Perth Boat School will check:
- Accuracy of content
 - Quality of instructional design
 - Meeting the requirements of the UOC.
- 5.2** Recommended edits from the Manager of Perth Boat School are provided to the writer.
- 6** The contract writer makes editing changes to materials.
- 7** The Director Perth Boat School will conduct a second quality check ensuring:
- Accuracy of content
 - Quality of instructional design
 - All changes have been made.
- 8** The Manager of Perth Boat School will arrange for all of the trainer and participant materials to be completed in the TRM template. This will include the nomination of resource identification codes, for version control numbering.
- 9** Training resources developed are to be mapped against the unit of competencies of the course, using the relevant Perth Boat School template. This will assist to identify any further gaps in delivery resources and provide a new document, which reflects the current/new resources.

Perth Boat School uses a template document for this mapping.



- 10 The Director Perth Boat School will review all materials developed to ensure all the requirements are met, providing both positive and constructive feedback and ideas for improvements, as relevant.
- 11 The materials will be upgraded in line with the feedback and recommendations from the Manager of Perth Boat School.
- 12 The Learning and Assessment strategy for this program will be upgraded to include specific training modes, methods, resources and content.

Step Nine – Conduct and evaluate a pilot course

- 1 The Manager of Perth Boat School will arrange for a pilot of the training program to be delivered.
- 2 The Manager of Perth Boat School will conduct an evaluation of the training program whereby participants, trainers and assessors will provide feedback on the validity, reliability effectiveness, relevance of the training and assessment resources, processes and materials.
- 3 The Manager of Perth Boat School will analyse the feedback provided from the pilot program and develop an evaluation report identifying the strengths and improvements opportunities of the course.
- 4 The Manager of Perth Boat School will ensure that the Learning and Assessment resources are upgraded in accordance with the outcomes and recommendations of the evaluation.

Step Ten - Training program:

- 1 The training program will be deemed as ready for implementation and will undergo regular review and continuous improvement as per Perth Boat School continuous improvement policy.



LEARNING AND ASSESSMENT RESOURCES MANUAL VERSION CONTROL AND NAMING STANDARDS

12-02

Step One – TRM resource manual version control and naming standards

- 1 Resources that make up the learning and assessment resources manual (TRM) include:
 - Trainer resources (Part One)
 - Participant resources (Part two)
 - Assessment resources (Part three)
 - Mapping resources (Part four)
- 2 All documents that make up these resources should be named and version controlled according to the following standards.

Trainer resources

Trainer resources are made up of the training session plan and Powerpoint slides. Training session plans should be named according to the following convention:

Course code prefix _sess_plan_version number suffix

The following is an example of this file name for the managing risk course:

mrisk_sess_plan_v1

The version number will be inserted into the footer of the training session plan.

Training session Powerpoint slides should be named as follows:

Course code prefix _ppt_version number suffix

The following is an example of this file name for the managing risk course:

mrisk_ppt_v1

Participant resources

In most cases participant resources will be comprised of only one document the participant's manual. This should be named according to the following convention.

Course code prefix _pa_man_version number suffix

The following is an example of this file name for the managing risk course:

mrisk_pa_man_v1

The version number will be inserted into the footer of the participant manual.

Assessment resources

Assessment resources include:



- Individual assessment documents
- An assessment pack
- Evaluation aids
- Student competency record

Individual assessment documents should be named as follows:

Course code prefix _int_ assessment type_ assessment instrument number_ version number

The following is an example of this file name for the managing risk course:

mrisk _asst_ v1

mrisk represents the managing risk course code, *asst* represents the document type, and *V1* the version number.

Assessment types include:

- Wp– workplace focused assessment
- Rp– role play based assessment
- Cs – case study based assessment
- As – assignment based assessment
- Ts– test or examination based assessment

Individual assessments are combined an assessment pack, this should be saved as follows:

Course code prefix _assesspack_ version number suffix

The following is an example of this file name for the managing risk course:

mrisk _assesspack_ v1

The version number will be included in the assessment pack footer.

Mapping resources

There are a number of mapping documents these should be saved according to the following convention:

Course code prefix _document name_ version number

The following is an example of this file name for the managing risk course:

mrisk_roe_map_v1