

## Purpose

GoodStart Training College is committed to building and delivering high quality training and assessment services to ensure customer, client needs, and expectations are met. This procedure details the requirements and management procedures that are in place for the planning, implementing and delivering training and assessment services in accordance with the Australian Quality Training Framework (AQTF).

## Scope

GoodStart Training College supports Trainer/Assessors with the development, implementation, maintenance, monitoring required for the delivery of quality training and assessment services.

The GoodStart Quality Assurance quality management systems and documentation outlined in this procedure introduces:

- the application of national assessment principles and standards for training assessment validity, reliability, fairness and flexibility
- overall training and assessment strategies in the context of variables which impact on methods for the delivery and assessment of competency based training
- courseware and training delivery accuracy, consistency and reliability
- consistency, reliability and accuracy for the information provided to clients (candidates), trainers and assessors
- strategies to review and validate training methods assessment plans and tools and the evidence at least annually
- strategies for the customisation of qualifications to meet the needs of industry and enterprises
- the development, design and customisation of training products

The intention of these procedures, standards and processes reinforce quality processes. Key procedural features are defined and the organisation continues towards improving these standards through ongoing client consultation. This together with periodic reviews of all procedures and processes will ensure relevance and currency.

## Reference to current procedures

GoodStart Training College maintains and monitors current procedures under its quality assurance framework. When providing services for the College, trainers and assessors must refer to standard procedures and the documentation set down in the GoodStart Quality Assurance site.

## Procedure

### Collection and Analysis of Client and Candidate Data

The training products and assessment services delivered by the organisation are driven by client and candidate needs and, customer service is an important element of this organisation's focus and standard of performance.

To ensure customer and candidate satisfaction the organisation undertakes a continuous process - identifying, anticipating and satisfying the needs of clients. Information is gathered about current and potential customers, decisions are made on the services to be offered and the resources needed. Plans are made and services are delivered with checks that the services continue to meet client needs.

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## Knowledge of Client Needs and Expectations

GoodStart Training College:

- recognises the need to identify current and future client requirements and develops services and products based on these needs
- promotes feedback from clients
- measures candidate and client satisfaction and uses this information to drive the improvement of its products and services
- takes action to improve products and services based on feedback from customers and other clients

## Recognition of Internal Clients as Integral to Service Delivery

The organisation recognises that as a client-focused business the people who share work relationships are engaged in internal client-supplier relationships. The organisation fosters these critical relationships to ensure external client needs are met.

## Training Delivery

Essentially the organisation provides a range and mix of training delivery services, which promotes equity and allows for individual candidates to progress through accredited training, which is competently presented, assessed and administered.

Accuracy in training delivery and assessment is the responsibility of the trainer and/or assessor and is required to gather and produce relevant documentation as outlined in the Trainers and Assessors Manual. This ensures that the delivery of training reflects the distinguishing features of the skill and competency level of performance the candidate must demonstrate.

## Training Delivery and Candidate Focus Processes

GoodStart Training College requires all trainers and assessors delivering training and assessment services to ensure that at induction and orientation that the candidate when commencing any accredited training must receive the following information on:

- the organisation's policies, procedures, legislative and regulatory requirements
- candidate responsibilities
- learning strategies
- candidate self-assessments
- assessment strategies and tasks
- trainer and assessor responsibilities
- training pathways and plans
- candidate support
- timelines for completing or demonstrating competencies
- feedback from the candidate for quality improvement processes
- documented confirmation from the candidate that the responsibilities, standards and training content details and criteria are agreed and understood by the candidate

During training delivery trainers must ensure that:

1. Methods and patterns of delivery are flexible and tailored to meet candidate needs.
2. Learning activities are varied and provide for a range of learning opportunities that reflect candidate needs and the relevant workplace.
3. All candidates have equitable access to assessment methods that comply with national requirements.
4. Candidates receive timely progress reports and the opportunity to review goals and appropriate learning support.

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5. The training environment is adequate for training objectives and satisfies statutory requirements and industrial awards (Refer to Procedure).

## Assessment Policy

The organisation aims to provide clients and training staff with a grading and assessment system that is as fair and equitable as possible.

- Assessment is competency based and is designed to determine whether the client can demonstrate the target competencies. Clients who are unable to demonstrate competency at a given time or who successfully appeal assessment results may be reassessed at an appropriate later date.
- Assessment is in accordance with the National Assessment Principles. Assessment incorporates the principles and standards of the Australian Recognition Framework (ARF), notably Product/Service Standards for Training Delivery and/or Product/Service Standards for Assessment.
- All assessments must meet the assessment criteria of the training package or accredited course on which the program is based. Assessment may be undertaken on or off the job. If conducted in the workplace, suitable workplace assessors and assessment procedures are to be used. All assessment materials must be appropriate to clients' needs and program delivery methods.

## Assessment Responsibilities

The Director of Studies and Trainer/Assessors are required to ensure operational compliance with AQF principles and standards, and to review, evaluate and adjust as necessary assessment systems and procedures for validity, reliability, flexibility and fairness of assessment.

Assessment records are kept and aggregated to monitor assessment reliability. Industry and client input and feedback is obtained to monitor and plan assessment validity, flexibility and fairness.

Trainer/ Assessors are required to:

- advise clients regarding Recognition of Prior Learning/Current Competencies processes
- be fair and reasonable during assessment
- be familiar with the field, with relevant industry standards and OH&S requirements and to be up to date with assessment methods and procedures appropriate for the clients and learning environment
- negotiate flexibly with clients regarding the type of assessment, taking into account flexible delivery, EEO and anti-discrimination principles, and the particular needs and circumstances of clients
- expedite assessment and to avoid unnecessary delay
- make proper assessment decisions based on explicit evidence of competency
- use cost and time effective methods and materials appropriate to the assessment rigour necessary and level of risk
- consider the authenticity, validity, reliability, relevance to the learning outcomes, currency and variety of assessment evidence
- systematically review the assessment evidence obtained through means such as interview, workplace assessment, and/or performance test