

TRAINING FEEDBACK AND ASSESSMENT POLICY AND PROCEDURES.

Equilibrium S.r. l. is a registered company-training provider to guarantee that all participants receive high quality training, it ensures periodic staff training and coaching thus, providing opportunities to continuously increase staff skills, improve assessment tasks and provide our course participants with the opportunity to successfully complete their chosen course.

Equilibrium is committed to offering programmes that lead to professional advancement and employment pathways. This policy sets out the principles, strategies and scheduled procedures for delivery of courses, professional development of staff, the delivery of participant assessment and the validation of assessment materials at Equilibrium Srl.

This policy covers the following ADR Skills programmes delivered by Equilibrium Srl:

Principles.

This policy is based on the principles that Equilibrium Srl will continue to provide a quality service in all areas of activity

- will aim to enhance the skills and expertise of its workers to encourage excellence and increase job satisfaction
- encourage the sharing and dissemination of new and updated information relevant to the work practices and operations of Equilibrium Srl.
- will ensure the evaluation of training and assessment is undertaken for all courses and includes the monitoring of student satisfaction.

Scope

These procedures are to be applied to all courses on offer by Equilibrium Srl

Definitions

Assessment tool - An assessment tool includes the following components:

Instructions for assessors and learners; the tasks to be completed by the student; an outline of the evidence to be gathered from the student; the assessment criteria used to judge the quality of performance, and mapping which aligns all components of the units of competency.

Validation of assessment - Validation is a quality review process. It involves checking that the assessment tool can produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package have been met.

Training – refers to the delivery of a course, which will lead to students acquiring the knowledge, skills and abilities that relate to the acquisition of knowledge, skills, and attitudes that relate to specific competencies.

Assessment - The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a course.

Evaluation: refers to the review of training and assessment strategies and materials to ensure that course content is relevant and appropriate for students and curriculum.

Training and Assessment Strategy - A framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the requirements of the learning and assessment process, usually at the qualification level.

Plagiarism – Is to take someone’s words or ideas or other materials and present them as your own.

Cheating – Is to seek to obtain an unfair advantage in an assessment or test.

Referencing - is a method of acknowledging the sources of information and ideas used in an assignment.

1.1 Training and Assessment (TAS) Strategy

Training and Assessment Strategies are developed in line with the requirements of training packages and CPD course requirements.

A Training and Assessment Strategy is developed for each ADR Skills qualification prior to the programme commencing. This document ensures that training meets the requirement for each unit of competency or module in which students are enrolled. It provides the framework that guides the learning requirements and the assessment arrangements of qualifications.

1.2 Programme Development

Programme Development takes into account the following:

- Validation of assessments
- Industry consultation
- Feedback from students and trainers/assessors
- An analysis of the numbers of students in previous classes and projected demand for future programmes.

Following consideration of above, course delivery, content and assessment procedures are reviewed and amended

1.3 Programme Commencement

Trainers attend a team meeting prior to the start of the training and are provided with the following documentation:

Training and Assessment Strategy (TAS)

Timetable and Class register.

Outline of training and assessment.

Copies of delivery and assessment tasks.

All relevant documents for training and assessment are located on the company intranet for staff to access.

1.4 Delivery

Students

All students enrolled in training will receive an Individual Training Plan or Course outline which provides information about the course and units the student is studying.

Trainers and assessors and administration staff monitor student attendance. Students are provided with a Code of Conduct document at the start of the year, which outlines expectations about attendance in class. Students are expected to attend at least 70% of timetabled classes.

To be awarded a qualification from the ADR Framework students must successfully complete all core and elective units required for the qualification and these units are outlined in the Training Plan or Course Plan.

Trainers and Assessors

The Scientific, Didactic and Compliance Manager will ensure that all trainers and assessors who deliver ADR Skills are aware of all related policies and procedures and documentation required for delivery of the ADR curriculum. Trainers and Assessors are provided with a Trainer checklist outlining delivery requirements and documentation. This assists trainers and assessors to understand and have available all the information to deliver ADR skills according to the qualifications requirements.

All trainers and assessors attend a staff professional development and a meeting at the beginning of each course.

This provides trainers and assessors with feedback on the previous courses and monitors ADR Skills delivery and content.

All trainers are expected to attend Validation and Moderation activities as per the Validation schedule for the modules they deliver.

1.5 Assessment & Feedback.

Equilibrium SrL procedures for assessment and feedback will be based on the following principles. Assessment.

will:

- meet the assessment guidelines of the training package or accredited course
- be consistent with the ADR training and assessment strategies for each course
- acknowledge the needs of learners who are engaging in formal learning for the first time, or who have significant barriers to their learning.
- involve the collection of sufficient, valid, authentic and current evidence to enable a judgement to be made about whether competency has been attained.
- be valid, fair, flexible, and reliable and incorporate clearly defined assessment criteria
- acknowledge cultural diversity.
- respect, recognise and develop students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning.
- encourage the use of a range of assessment practices or modes designed to accommodate the diversity of learners and learning styles.
- involve formative and summative processes.
- incorporate both formative and summative feedback that supports student learning.

Trainers and Assessors will:

- Meet the assessment requirements for the courses or training packages on the Scope of registration.

- Consultation with Industry and external agencies will involve:

Students will be:

- given adequate notice of the assessment
- given the opportunity to discuss the assessment requirements of the course
- advised on the type and nature of the assessment and the expected outcome
- provided with appropriate feedback about outcomes of the assessment process
- given a number of opportunities to prove competency

Assessment Materials

The director of Studies, and CEO, in consultation with other staff at Equilibrium SrL are responsible for ensuring training and assessment materials are available for all course/qualifications on our scope of registration and ensure only items on Equilibrium's scope of registration are delivered and assessed..

All tasks will be managed under Equilibrium version control systems.

All tasks will then be reviewed in line with our internal audit programme, industry/enterprise feedback, training package/course updates, learner surveys and staff feedback.

Teacher and Assessor Qualifications and Competence

Training and Assessment is delivered by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the Industry.
- b) have the relevant vocational competencies at least to the level being delivered or assessed
- c) can demonstrate current vocational skills directly relevant to the training/assessment being undertaken
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills
- e) are able to demonstrate equivalent competencies; or work under the direct supervision of a person who has the competencies specified in (a) or (b) above, and be able to demonstrate vocational competencies at least to the level of those being delivered.

Delivery of Assessment

Assessments are to be conducted by suitably qualified individuals as required by the Industry.

Based on the schedule for training and assessment outlined in the Training and Assessment Strategy, qualified and suitable trainers/assessors, resources, infrastructure and any other required items are allocated and provided to the nominated trainer/assessor to conduct the assessments.

The trainer/assessor uses the allocated items and commences assessments when suitable. All assessments are conducted in accordance with our Training & Assessment Strategies.

Students are provided information about the process and context of assessment prior to the assessment.

If the student meets all assessment requirements they are deemed as Competent and this is recorded onto the student's training plan. If the student has not met all assessment requirements then they are deemed as Not Yet Competent and a strategy to support them to gain Competent status is implemented in consultation with the student.

Assessment Outcomes

Equilibrium will ensure that high quality training is delivered by Equilibrium teachers and assessors through guidelines published for delivery of training in units of competency course document.

Equilibrium trainers and assessors collect assessment evidence from learners. Assessors make a judgement about the performance of students on whether the students have met all the required learning outcomes according to the rules of the training package. At Equilibrium, trainers and assessors use Assessment tasks located on the organisational resource bank.

To satisfactorily complete a module of competency, a student must complete all learning outcomes. Each assessment task will be assessed from 1 to 5 see assessment frame below. After work has been delivered/submitted and assessed, trainers are required to provide feedback on assessment results to all students

Students should discuss any issues with their tutor or the Didactic Manager.

Students who miss too many classes or do not complete the assessments to the standard required for the unit may be assessed as Not Yet Competent (NYC).

Reasonable adjustments in assessment can be made to meet the needs of individual students. This may include learning styles, physical or intellectual ability, language, and literacy and numeracy levels.

Reporting of Training and Assessment Data

Equilibrium administration staff update the company Student Management Database and supporting systems to record the training activities undertaken.

1.6 Retention of Records and Data.

Equilibrium SrL will securely retain, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, as defined, for:

a period of two years from the date on which the judgement of competence for the student was made ; or the duration of the student's enrolment - whichever is the longer period.

Equilibrium Srl will retain records that are required as part of the enrolment processes to confirm an individual's eligibility for government subsidised training and for the application of fees for at least 2 years after the Eligible Individual has completed or withdrawn from the training course or qualification in which they are enrolled.

Equilibrium will retain master copies of Assessment Tools. Refer to the Records and Archiving Procedure for further information.

1.7 Responsibilities

Trainers are responsible for:

- Developing and implementing training and assessment strategies that meet the Training Package requirements.
- Ensuring that the learning and assessment strategies meet the needs of a diverse range of learners to meet the standards for literacy, numeracy and language as appropriate.

Didactic Manager/Compliance Manager are responsible for:

- Ensuring that staff and learners are provided with the required facilities, equipment, training and assessment materials.
- Providing regular staff inductions relating to changes in ADR framework and legislation.
- Ensuring record keeping requirements for accredited training are compliant and meet national guidelines.

Equilibrium Srl Management is responsible for:

- Development and maintenance of all policies and procedures relating to Training and Assessment, in consultation with staff.
- Monitoring and recording any action taken to improve the consistency and quality of training and assessment, by recording student feedback, modifying learning and assessment methods (as appropriate) and recording the changes made.
- Ensuring that the Organization provides for examination all necessary documents for the purposes of an audit.

2. Course evaluation and Industry Consultation.

Student Satisfaction

Course evaluation is undertaken in order to determine the appropriateness of course content, levels of student satisfaction and improvements that should be implemented. This is an on-going process for trainers, as lesson plans are continually evaluated to determine success and support required. Course evaluation is conducted by the didactic manager through discussions with teachers and more formally through the validation of assessment materials and tools process.

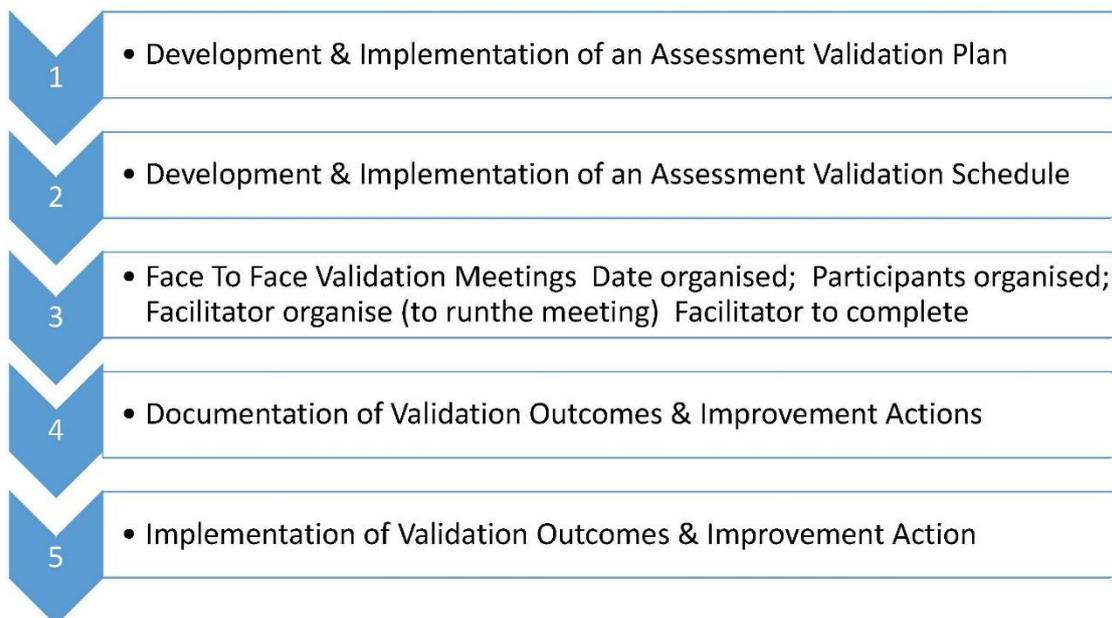
A more formal evaluation is conducted by Equilibrium Srl once a year for a selection of classes. The evaluation is designed by management, which focuses on feedback regarding the class activities and learning experiences during the year. The evaluation is a student survey conducted by the trainer with the students and appropriate for the level of the class. Course evaluation provides an opportunity for students to express a preference for topics, content, learning styles and personal needs.

Equilibrium Srl uses the results of the formal course evaluation as part of its ongoing **cycle of improvement**; the results of annual evaluations lead to the review of the Equilibrium Srl Training and Assessment Strategy which ensures continuous improvement.

3. Associated Documents

Assessment Chart (Appendix A)

Feedback and Assessment Template. Updated January 2020 (Appendix B)



Assessment & Feedback Record

Assessor:

Course Code:

Course Trainer:

Date and Time

Use criteria that apply to format of course observed. 1 Requires improvement. 2 Fair 3 Good 4 Very Good 5 Excellent

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4. TRAINING METHODS (uses relevant training methods, tools, materials, techniques, and technology; includes variety, balance, imagination, group involvement especially during simulations and roleplay; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	

Review Section	Description/Comments
<p>6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	
<p>7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>	
<p>8. ASSISTANCE TO STUDENTS (assists students with academic problems)</p>	
<p>9. PERSONAL (evidences self-confidence; maintains professional comporment and appearance)</p>	
<p>10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)</p>	

Strengths observed:

Suggestions for improvement:

Overall assessment of training effectiveness:

Approved by General Manager on: 20/01/2020

Signed by General Manager: