FACT
First Aid Certification & Training

34 South Terrace

Adelaide

5000

Ph: 08 7226 5936

Email:info@factadelaide.com

STUDENT LLN AND ASSESSMENT POLICY

This policy is designed to inform students undertaking training at First Aid Certification and Training. This policy outlines the rights of the students and the duties of the Staff at First Aid Certification and Training.

Allan Bartlett
FACT Policy 11.01

Contents

Language, Literacy and Numeracy Assistance

FACT course information and learning materials contain written documentation and in some cases, numerical calculations.

FACT recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by FACT staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

FACT will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of FACT staff to assist, the student will be referred to an external support agency, so they have the opportunity to obtain the skills required to complete the training program.

Code of Conduct

FACT makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to staff and fellow students.

Student Support

FACT will make all reasonable effort and utilise a variety of available methods to assist all students in their efforts to complete training programs. FACT will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses. FACT will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer or other FACT staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of FACT to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact FACT who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

In the event that a student's needs exceed the capacity of the support services FACT can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. FACT staff members will assist students to source appropriate support.

First Aid Certification and Training LLN and Assessment Policy 11.01   Version 1.01
Date: November 2019
Revision Date: November 2020

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Principles of Training and Assessment

<u>Training and assessment strategies</u> developed by FACT will adhere to the following principles:
- Training and assessment strategies are developed for each qualification/unit of competency that will be delivered and assessed
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups
- Training and assessment strategies will be validated annually through the internal review procedures

FACT will apply the *Principles of Assessment and the Rules of Evidence*.

Assessment Policy

FACT acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:
- Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- Assessment complies with the principles of competency based assessment and informs the student of the purpose and context of the assessment
- The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- Timely and appropriate feedback is given to students
- Assessment complies with FACT's access and equity policy
- All students have access to re-assessment on appeal

FACT implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. FACT recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions

Flexible delivery and Assessment Procedures

FACT recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of FACT respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students. For example, the inability

to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room.

FACT staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services FACT can offer, they will be referred to an appropriate external agency.

Principles of Assessment

To ensure quality outcomes, assessment should be:
- Fair
- Flexible
- Valid
- Reliable

Fair
Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible
To be flexible, assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and support continuous competency development.

Valid
Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:
- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable
Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

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Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Valid

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Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Current

In assessment, currency relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Reasonable Adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

FACT is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, FACT has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. In order to provide high quality outcomes to their clients and students, FACT ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.

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