



# COLLECTIVE TRAINING GROUP

***Training & Assessment Strategy (TAS) 2018***

*BSBWHS304 Participate effectively in WHS communication & consultation processes*

## VERSION CONTROL

CURRENT VERSION	REVIEW DATE	PERSONS INVOLVED	NEW VERSION	AMENDMENTS
V1.0 / MARCH 2018	SEPTEMBER 2018	B. GREEN		Creation of policy for RTO audit

# TRAINING & ASSESSMENT STRATEGY (TAS)

## INTRODUCTION

The Training and Assessment Strategy (TAS) has been developed to demonstrate how training and assessment will be implemented to best suit the needs of each individual Learner, including satisfying the requirements of each unit of competency. Western Australia is a large and geographically challenging area to offer nationally accredited training options, a range of training and assessing methods are utilised to best service the needs of the Learner Target Group (LTG) and provide an inclusive, engaging, and contextualised training service irrespective of distance and location.

This TAS ensures compliance with *The Standards for Registered Training Organisation 2015*, specifically:

### STANDARD 1

**The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses**

#### *Clause 1.1*

*The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.*

#### *Clause 1.2*

*For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to: a) the existing skills, knowledge, and the experience of the learner;*

*b) the mode of delivery; and*

*c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.*

#### *Clause 1.3*

*The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:*

*a) trainers and assessors to deliver the training and assessment;*

*b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;*

*c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and*

*d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.*

#### *Clause 1.4*

*The RTO meets all requirements specified in the relevant training package or VET accredited course. Industry relevance*

#### *Clause 1.5*

*The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.*

## **STANDARD 2**

**The operations of the RTO are quality assured.**

*Clause 2.2 – The RTO:*

*a) systematically monitors the RTO’s training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and*

*b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO’s training and assessment strategies and practices.*

*Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.*

This document must be reviewed every six (6) months to ensure relevancy, currency and accurate delivery of learning and assessment materials. The review must incorporate:

- Delivery and performance data
- Quality indicator data
- Feedback from industry consultation
- Student and employer feedback
- Validation outcomes
- Information from complaints and appeals and their resolution

<b>REVIEW DATE</b>	
<b>CURRENT VERSION #</b>	
<b>NEW VERSION #</b>	
<b>NEXT REVIEW DATE</b>	<i>mark in calendar</i>

**PERSONS INVOLVED**

**SUPPORTING EVIDENCE USED TO REVIEW POLICY**

- Delivery and performance data
- Quality indicator data
- Feedback from industry consultation
- Student and employer feedback
- Validation outcomes
- Information from complaints and appeals and their resolution

**IMPROVEMENTS MADE TO THIS DOCUMENT**

<b>IMPROVEMENTS MADE TO LEARNING AND ASSESSMENT MATERIAL</b>
<b>IMPROVEMENTS MADE TO OTHER POLICIES</b>
<b>IMPROVEMENTS MADE TO STRATEGIES FOR TRAINING AND ASSESSMENT BASED ON INDUSTRY FEEDBACK</b>
<b>IMPROVEMENTS MADE TO STAFF PROFESSIONAL DEVELOPMENT BASED ON TRAINER AND ASSESSOR FEEDBACK</b>
<b>IF NO IMPROVEMENTS MADE, JUSTIFY</b>



## UNIT OF COMPETENCY (UOC) DETAILS

**(CORE)** BSBWHS304 *Participate effectively in WHS communication & consultation processes*

## ENTRY REQUIREMENTS

Nil

## LICENCING, LEGISLATIVE, REGULATORY OR CERTIFICATION CONSIDERATIONS

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

## LINKS

Companion volumes available from the IBSA website: [http://www.ibsa.org.au/companion\\_volumes](http://www.ibsa.org.au/companion_volumes) -

[http://companion\\_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13](http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=13)

## LEARNER TARGET GROUP

The Collective Training Group (CTG) will offer a range of nationally accredited training options to members of the WA Prison Officers' Union (WAPOU). CTG contextualise all learning and assessment material to align with specific workplace policies, procedures, and practices to increase learner engagement and deeper understanding. The CTG regularly engage with industry professionals to ensure learning and assessment material is current and relevant to promote personal development, employment opportunities and career progression.

- Prison Officers
- Members of the WA Prison Officers' Union
- Women
- Men
- Indigenous persons
- Non-indigenous persons
- Youth (18 years to 25 years)
- Mature-aged persons (> 26 years)
- Persons with functional literacy
- Persons with functional numeracy
- English as a second language
- Experienced correctional facility employees

## IDENTIFICATION OF ADDITIONAL SUPPORT REQUIREMENTS (LLN)

Learners are required to complete a comprehensive Literacy, Language & Numeracy Assessment prior to enrolment. The LLN assessment is designed to identify LLN deficiencies so adequate internal and external support can be offered. LLN assessment questions may comprise of questions to identify the following:

- Language, literacy, and numeracy competency
- Current and past employment history
- Prior educational history including formal education / On the job training / Professional Development for RPL purposes
- Issues that may prevent full engagement in study ie: Physical / Geographical / Access issues
- Opportunities to self-identify as requiring additional support mechanisms prior to enrolment

Please refer to the *Language, Literacy & Numeracy Assessment Policy 2018* for further information.

## RECOGNITION OF PRIOR LEARNING

Learners are entitled to have prior qualifications and experience recognised as prior learning.

Please refer to the *Recognition of Prior Learning Policy 2018* for further details information.

A significant portion of Learners work and reside in regional locations. The following is a list of prisons located outside of the Perth Metropolitan area:

- Albany Regional Prison
- Bunbury Regional Prison
- Eastern Goldfields Regional Prison (Kalgoorlie)
- Greenough Regional Prison (Geraldton)
- Roebourne Regional Prison
- Broome Regional Prison
- West Kimberley Regional Prison (Derby)

Learners will complete each unit of competency using the self-paced independent method of study. This method of delivery is selected to provide all Learners, regardless of distance and geographical location, equal opportunity and access to nationally recognised training. Learners will have access to a suitably qualified Trainer and Assessor to assist them throughout their studies via email, telephone, skype based software and at suitable times, in person.

DELIVERY MODE	DEFINITION	OFFERED	NOT OFFERED
<b>SELF PACED INDEPENDENT</b>	Designed to be accomplished at the Learner's own speed and in the Learner's own environment. This method of delivery is particularly useful for those Learners who reside or work in regional areas.	✓	
<b>FACE TO FACE</b>	Classroom based learning. This method of delivery is effective as it provides the opportunity to clarify and seek immediate feedback. Useful for Learners who work and reside in locations situated close to educational facilities. This method presents issues with the LTG due to regional Learner location and rolling prison rosters. Attendance at pre-set classes would commonly not be possible due to unknown shift patterns and far reaching locations.		✓
<b>ONLINE</b>	The delivery of learning, training, or education programs by electronic means. Student does not have to attend physical classrooms to participate in the program. Is useful for students who participate remotely. Assessments will not be conducted online, nor will structured lessons or classroom activities.		✓
<b>RPL</b>	Is an assessment process that involves assessment of an individual's relevant prior learning (formal & non-formal) to determine the credit outcomes of an individual application for credit – Please see <i>Recognition of Prior Learning Policy 2018</i> .	✓	
<b>MIXED MODES</b>	Learning in more than one way, can be a combination of classroom based learning and online learning, or workplace visits, on the job training or blocks of class time. A flexible way to accommodate the diverse needs of learners. Workplace visits can be arranged for those Learners who work and reside in the Perth metropolitan area. The Trainer and Assessor will be available to attend the worksite with prior consultation if required.	✓	Not regularly offered – May be arranged on a case by case basis

## METHODS OF ASSESSMENT

A range of assessment methods will be used to provide opportunities for Learners to demonstrate competency within this UOC.

## DIRECT OBSERVATION

May include the following examples:

- Real work / real time activities at the workplace observed by Trainers and Assessors
- Work activities in a simulated workplace environment observed by Trainers and Assessors

Learners situated in the Perth metropolitan area will be offered Direct Observation as an assessment method on a case by case arrangement. Learners situated in a regional location where a physical activity or physical participation for assessment is required will be able to have a suitable third party confirm participation.

## STRUCTURED ACTIVITIES

May include the following examples:

- Simulation exercises and role-plays
- Projects
- Presentations
- Activity sheets
- Work books

Structured activities will be used to provide each Learner a range of options in which to demonstrate competency.

Questioning techniques may include the following examples:

- Written questions requiring an answer ie: Within learning material, electronically completed or paper based
- Face to face Interviews in person or using video chat software
- Self-assessment and reflection
- Verbal questioning over the phone
- Questionnaires

Oral or written examinations (applicable at higher AQF levels)

## PORTFOLIOS OF EVIDENCE

Learners may be required to gather a portfolio of evidence which may require collection of the following:

- Collection of work samples ie: Evidence of tasks completed at work
- Product with supporting documentation ie: Commendation for exceptional work performance / Performance appraisals
- Historical evidence of past performance or tasks completed
- Journal or log book
- Information about life experience



May include the following examples:

- Testimonials and reports from employers and supervisors
- Evidence of training / Professional Development
- Authenticated prior achievements / Educational study
- Interview with employer, supervisor, or peer

Instruments developed by the Trainer and Assessor as part of formative or summative assessment activities, including:

- Profiles of acceptable performance measures
- Templates and proformas
- Specific questions or activities
- Evidence and observation checklists
- Checklists for the evaluation of work samples
- Recognition portfolios
- Candidate self-assessment materials

Instruments developed elsewhere that have been modified by the assessor for use with a client group

## DELIVERY MODE & METHODS OF ASSESSMENT SPECIFIC TO THIS UNIT

\*\*\* If an asterix appears in any field please see associated note below this table \*\*\*

UNIT TITLE & CODE	DELIVERY MODE					METHODS OF ASSESSMENT							
	SELF PACED	FACE TO FACE	ONLINE	RPL	MIXED MODES	DIRECT OBSERVATION	STRUCTURED ACTIVITIES	QUESTIONING	PORTFOLIOS	REVIEW OF PRODUCTS	DEMONSTRATION	SIMPLE ASSESSMENT INSTRUMENTS	REASONABLE ADJUSTMENT AVAILABLE
<b>BSBWHS304</b>  <i>Participate effectively in WHS communication &amp; consultation processes</i>	✓	X	X	✓	✓	✓*	✓	✓	✓	✓	✓*	✓	✓

## METHODS OF ASSESSMENT - NOTES

### *Direct observation*

Direct observation of Learners in the workplace is possible through prior consultation with the Trainer and Assessor to those Learners situated in Perth metropolitan area.

### *Demonstration*

Learners can demonstrate competence through observation by the Trainer and Assessor with prior consultation, in the workplace if situation in the Perth metropolitan area. Demonstration can occur via video chat if possible or verified by an appropriate third party in the workplace.

## ESTIMATED DURATION TO COMPLETE UOC

It is estimated that each Unit of Competency (UOC) offered will typically take Learners approximately 1 to 2 months / 120 to 240 hours to complete. This is in line with the Australian Qualifications Framework (AQF) *Volume of Learning: An Explanation*.

It may be acceptable for a Learner to complete a UOC in a shorter period, if the Learner is experienced and has current skills and / or knowledge within the subject area. A longer period may be best suited where Learners are at an entry level. Appropriate time must be given for the information to be absorbed, and over time, skill development to take place in the different contexts the Learner would experience in the workplace.

As per the AQF *Volume of Learning: An Explanation*, the approximate time it will take the average Learner to complete each unit, including the sequence in which each unit is provided, is listed below:

UOC TITLE & CODE	CORE UOC?	ESTIMATE DURATION TO COMPLETE
<b>BSBWHS304</b> <i>Participate effectively in WHS communication &amp; consultation processes</i>	YES	1 – 2 MONTHS / 120 – 240 HOURS

**AQF VOLUME OF LEARNING INDICATORS**

CERTIFICATE I	CERTIFICATE II	CERTIFICATE III **	CERTIFICATE IV	DIPLOMA	ADV DIPLOMA	GRAD CERT	GRAD DIPLOMA
0.5 – 1 YEAR	0.5 – 1 YEAR	1 – 2 YEARS	0.5 – 2 YEARS	1 – 2 YEARS	1.5 – 2 YEARS	0.5 – 1 YEARS	1 – 2 YEARS
600 – 1200 HRS	600 – 1200 HRS	1200 – 2400 HRS	600 – 2400 HRS	1200 – 2400 HRS	1800 – 2400 HRS	600 – 1200 HRS	1200 – 2400 HRS

*\*\* All UOC offered by the CTG fall under the Certificate III level – The full Certificate III qualification is not offered*