



Security & Service Training ~ First Aid Training

Learning & Assessment Policy

Technical Advanced Training delivers mainly to a target clientele where students:

- have attained relevant qualifications;
- are currently, or have been, employed by an organisation that is involved in or requires security;
- have, or intend having, a direct involvement in the delivery and/or assessment of VET;
- may intend pursuing further studies in workplace security operations.

These factors are carefully considered when identifying the learning needs of the target clientele. Prospective security student and work experience profiles are critical to designing and developing appropriate and effective learning and assessment strategies. Technical Advanced Training identifies delivery modes and training and assessment materials which would meet the needs of a range of clients within the target group. Training Plans are reviewed regularly and notations are made when any changes are required. If ongoing reviews of training and assessment indicate that further learning needs have been required, the Training Plans will be amended accordingly and any subsequent issues relating to materials, resource and/or expertise will be addressed.

Technical Advanced Training views assessment as the purposeful, systematic and ongoing collection of information of evidence for use in making judgments about student learning. In the context of a competency based approach to training, the assessment process involves:

- providing students with opportunities to demonstrate core competencies/learning outcomes;
- gathering and recording evidence about students' demonstrations of these core learning competencies/outcomes;
- using this evidence as the basis for making overall judgments about students' demonstrations of core competencies/learning outcomes.

The purposes of assessment are to:

- promote, assist and improve student learning in security;
- inform security activities of teaching and learning security duties;
- provide class activities that can be communicated to a range of people about the progress and achievements of individual security guards or groups of security teams.

Assessment strategies and tools will be developed so as to:

- enable judgments to be made on student demonstrations of core competencies and/or learning outcomes that have been planned for;
- promote student development;
- take account of special considerations for students with special needs;
- be formative, summative and diagnostic;
- reflect the principles of assessment;
- be reviewed and validated at least annually in accordance with AQTF Standards for Registered Training Organisations: Standard 9.2

Principles of assessment

In the context of competency based training, assessment should:

- focus on student demonstration of core competencies/learning outcomes as planned for;
- provide evidence that student performances are consistently judged in accordance with prescribed competencies/outcomes;
- be comprehensive—that is, incorporate judgments from a range of sources such as learners, groups, instructors; and comprise a range of processes for gathering evidence of student achievement;
- be an integral part of the learning process—that is, provide information on student progress and needs, intervention strategies and allocation of resources;
- inform programs of teaching and learning;
- be valid;
- produce reliable results.

To be effective, assessment should:

- reflect social justice principles;
- accommodate the diverse needs of learners;
- be sensitive to issues of gender, disability, culture, background language, socio-economic status and geographical location;
- develop student capacity to self-monitor progress;
- take place as close as possible to the place of learning;
- be authentic (i.e. involve students in the use of relevant and useful knowledge, understandings and practical skills).

Formative assessment occurs when assessment, whether formal (for example, testing) or informal (for example, classroom questioning), is primarily intended for, and instrumental in, helping a student attain a higher level of performance.

Diagnostic assessment is a particular type of formative assessment that is intended for determining the nature of a student's learning problems and then providing the appropriate feedback or intervention (or, alternatively, determining the nature of a student's success and then providing the appropriate extension activities). Results do not count towards summative assessment.

Summative assessment is designed to indicate the achievement status or level of performance attained by a student at the end of a course of study. It is geared towards reporting or certification.

Validation is a quality assurance process designed to ensure comparability of standards awarded to student work. Validated assessment enhances teacher and community confidence in the reliability of the results of assessment. It can have a positive effect on pedagogy as a result of authentic assessment systems. The process may also involve validating teacher judgments of the standard of student work by having the judgments of those teachers reviewed by their peers. This form of moderation most empowers teachers and is generally known and supported by educators.

Technical Advanced Training validates its assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards, at least annually, and documenting any action taken to improve the quality and consistency of assessment.