

Training and Assessment

Policies and associated procedures in this section:

- Training and Assessment Policy and Associated Procedures
- Plagiarism Policy and Associated Procedures
- Quality Assurance Policy and Associated Procedures
- Staff Recruitment Policy and Associated Procedures.

Supporting resources and checklists (not included in this document) that are associated with this phase of the student journey:

- Training and Assessment Strategy Template
- Training and Assessment Strategy Quality Review Tool
- Industry Survey
- Industry Consultation Register
- Assessment Quality Review Tool
- Assessment Validation Schedule
- Assessment Validation Tool
- Continuous Improvement Register
- Staff Interview Form
- Trainer and Assessor Evidence File
- Induction Checklist
- Industry Currency Verification Form for Trainers and Assessors
- Position Description – CEO
- Position Description – RTO Manager
- Position Description – Trainer and Assessor
- Position Description – Administration and Student Support Officer
- Third Party Monitoring Form.

The documents above can be found in the Training and Assessment Supporting Documents folder.

Training and Assessment Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training approach to ensure that high quality training and assessment is provided.

This policy and associated procedures meet the requirements of Standard 1 and associated clauses of the Standards for RTOs 2015, as well as Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Development of training and assessment strategies

Training and assessment strategies are in place for all training products on scope.

Training and assessment strategies are developed:

- to meet the requirements of training packages and VET accredited courses;
- based on industry needs;
- to enable students to meet the requirements of each unit of competency; and
- to ensure that an appropriate amount of training is provided.

Training and assessment strategies and practices are regularly reviewed as outlined in RTO Quality Assurance Policy and Associated Practices.

Industry consultation

Australian College of Vocational Education and Training training and assessment practices and strategies are informed by industry engagement.

Australian College of Vocational Education and Training implements a range of strategies for industry engagement to ensure that its practices and strategies are relevant to industry.

Australian College of Vocational Education and Training uses the outcome of industry engagement to inform its training and assessment strategies and practices.

Resourcing

Australian College of Vocational Education and Training ensures that it is sufficiently resourced through:

- ensuring sufficient and qualified trainers and assessors to provide training and assessment to students
- ensuring sufficient student support is in place through its Student Support Policy and Associated Procedures

- identifying and procuring quality learning and assessment resources for the delivery of training and assessment
- identifying and procuring the required facilities and equipment to deliver training and assessment.

Assessment

Australian College of Vocational Education and Training implements an assessment system that ensures that assessment (including RPL):

- meets the requirements of the relevant training package and VET accredited course
- is conducted in accordance with the Principles of Assessment and Rules of Evidence.

Australian College of Vocational Education and Training conducts assessment validation to meet the requirements of the Standards for RTOs 2015, including developing a plan for assessment validation.

Assessment evidence is retained to meet ASQA's General Direction on retention requirements for completed student assessment items.

Assessment

Australian College of Vocational Education and Training offers RPL to all learners.

Australian College of Vocational Education and Training uses an RPL Tool Assessor Guide and an RPL Tool Candidate Guide for each unit of competency to conduct RPL.

Transition of training products

Australian College of Vocational Education and Training ensures that:

- Where a training product on its scope of registration is superseded, all training and assessment for students is completed and the relevant AQF certification documentation is issued or that students are transferred into its replacement, within a period of one year from the date the replacement training product was released on www.training.gov.au.
- Where an AQF qualification is no longer current and has not been superseded, students' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from www.training.gov.au.
- Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, students' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from www.training.gov.au.
- A new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.

It is noted that the requirements above do not apply where a training package requires the delivery of a superseded unit of competency.

Third parties

- All third parties who deliver training and assessment on Australian College of Vocational Education and Training behalf will be required to enter into a third party agreement with RTO.
- Australian College of Vocational Education and Training will monitor the provision of services by third parties to ensure services comply with the Standards for RTOs 2015.
- Education agent arrangements are addressed by the Education Agent Policy and Associated Procedures.

Procedures

1 Develop training and assessment strategies (TAS)

- 1.1 Identify suitable training products for inclusion on the Australian College of Vocational Education and Training scope through research of workforce/target client needs. Document research as a form of industry engagement.
- 1.2 Develop a training and assessment strategy using Training and Assessment Strategy template. Follow the prompts in each section of the Training and Assessment Strategy template to develop a comprehensive, compliant TAS.
- 1.3 Use and complete the Training and Assessment Strategy Quality Review Tool to check that the Training and Assessment Strategy meets the requirements of the Training Product and ensures an appropriate amount of training (as per the requirements of Clauses 1.1,1.2).
- 1.4 Identify suitable industry stakeholders that can contribute to the TAS.
- 1.5 Provide an industry consultation survey, plus the Training and Assessment Strategy and a sample of associated learning and assessment resources to identified industry stakeholders.
- 1.6 Review the feedback from industry and document in the Industry Consultation Register.
- 1.7 Update TAS accordingly.
- 1.8 Procure all the resources required for the implementation of the TAS.
- 1.9 Organise scheduling of all training products.
- 1.10 As relevant, submit an application for change of scope to RTO/CRICOS registration on ASQAnet following the instructions within ASQAnet and providing required evidence.
- 1.11 Regularly review TAS as per RTO Quality Assurance Policy and Associated Procedures.

2 Manage assessment system

- 2.1 Quality review assessments using the Assessment Quality Review Tool prior to use to ensure they meet the requirements of the unit of competency and the principles of assessment and rules of evidence.
- 2.2 Conduct assessment using provided assessment tools and following the instructions included in the assessment tools.
- 2.3 Mark completed student work following the instructions in the assessment tools.
- 2.4 Complete checks of sample student files to check marking is correct and all associated documentation is signed and dated. Use the sample assessment review checklist to record findings.

- 2.5 File completed student assessment items for at least six months following completion.
- 2.6 Archive or delete/shred completed student assessment items after six months following completion.

3 Conduct Recognition of Prior Learning (RPL)

- 3.1 Provide RPL Tool Candidate to those seeking RPL.
- 3.2 Conduct RPL of submitted student evidence using the RPL Tool Assessor.
- 3.3 File completed student assessment items for at least six months following completion.
- 3.4 Archive or delete/shred completed RPL assessment items after six months following completion.

4 Conduct assessment validation

- 4.1 Develop a validation plan using Validation Schedule and following the prompts to ensure that validation occurs to meet the requirements of Clauses 1.9, 1.10 and 1.11 of the SRTOs 2015.
- 4.2 Organise the validation team as per the Validation Schedule requirements.
- 4.3 Make arrangements for the validation and notify validation team members.
- 4.4 Conduct validation as per the Validation Schedule and using RTO Validation Tool.
- 4.5 Update assessments/reassess students based on validation findings.
- 4.6 Record findings on the Continuous Improvement Register.

5 Manage transition of training products

- 5.1 Develop a transition plan using the Transition Plan template for superseded training products to include:
 - identification of students who can and can't complete within one year of the date of the training product being superseded
 - a plan for transitioning relevant students to the new qualification
 - identification of new resource requirements.
 - procurement of new resources requirements
 - submission of an application for change of scope where the training product is not equivalent
 - communication plan for all students and staff.

5.2 Implement the transition plan.

6 Manage third parties responsible for delivery and assessment

- 6.1 Conduct due diligence of any third party that may be suitable for a third party agreement. This should also include checking that the third party is suitable as per the General Direction – third party arrangements.
- 6.2 Provide third party agreement for signing to any third party deemed suitable following due diligence.
- 6.3 Conduct third party induction following signing of agreement.
- 6.4 Advise ASQA within 30 days of the agreement being signed via ASQAnet.
- 6.5 Monitor third party at agreed intervals using the Third Party Monitoring Form.
- 6.6 Monitor third party using the Third Party Monitoring Form.
- 6.7 Where the Third Party Monitoring Form or feedback from students indicates that the third party may not be meeting the terms of their agreement, immediately investigate the issue.
- 6.8 Where the investigation confirms that the provider has not complied with their responsibilities as per the Third Party Agreement (except in the case of where the third party has engaged in false or misleading practices – see the following section), contact the third party in writing to advise the corrective actions that are required.
- 6.9 Implement relevant corrective actions.
- 6.10 Monitor corrective actions as required to ensure they are implemented.
- 6.11 File all documentation associated with monitoring.

7 Terminate third party contracts

- 7.1 Where third party monitoring or any other intelligence demonstrates that the third party has engaged in false or misleading practices, immediately send a notice in writing to the agent advising them that their contract is terminated and giving the reasons why.
- 7.2 Advise ASQA via ASQAnet of termination of the agreement and within 30 days of the agreement ending.

Responsibilities

The CEO/RTO Manager is responsible for:

- identifying training needs and developing training and assessment strategies
- organising and conducting industry engagement
- organising all physical and human resources
- organising scheduling
- assessment file checks
- managing transition of training products
- managing third party arrangements.

The Administration and Student Support Officer is responsible for:

- entering assessment results on the SMS
- filing and archiving student assessments.

Trainers and assessors are responsible for training and conducting assessment and RPL.

Plagiarism Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures and associated outline Australian College of Vocational Education and Training approach to ensuring that plagiarism, cheating and collusion do not occur.

This policy and associated procedures meet the requirements of Clause 1.8 of the Standards for RTOs 2015.

Policy statements

Student integrity and honesty

Australian College of Vocational Education and Training is committed to upholding standards of student integrity and honesty in regard to the assessment of their work and places value in the declarations of authenticity made by students.

Students are expected to act with integrity at all times and only submit work that is their own, or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work.

Students and staff have a duty to ensure they gain the necessary understanding of how to correctly acknowledge and cite references and resources so as to minimise the incidents of plagiarism and cheating and the allegations of such.

Unacceptable behaviour

From time to time, there may be incidents of student plagiarism, cheating and collusion which Australian College of Vocational Education and Training is required to act upon in order to uphold the value of assessment outcomes and the reputation of the nationally recognised training provided.

Student plagiarism, cheating and collusion in any form are unacceptable and will be treated seriously by Australian College of Vocational Education and Training.

Procedures

1 Check for plagiarism, cheating or collusion

- 1.1 Upon the submission of all assessment tasks, students are required to sign an Assessment Cover Sheet that includes a declaration of the authenticity of the work.
- 1.2 Conduct checks using tools designed to detect plagiarism, cheating and collusion.
- 1.3 Identify and investigate any possibility of plagiarism, cheating or collusion.
- 1.4 Source evidence (through identification of the source) to support the allegation.

2 Respond to incidents

- 2.1 Provide the student found to have plagiarised, cheated or colluded with an opportunity to respond to the allegations.
- 2.2 Send a written communication to the student outlining the issues.
- 2.3 Advise the student in writing that they will be required to redo the assessment in full and of any associated charges and that in the event of any further instances their enrolment may be cancelled.
- 2.4 Keep all records of the student's involvement in alleged plagiarism, cheating or collusion.

Responsibilities

The CEO/RTO Manager is responsible for managing plagiarism, cheating and collusion.

Trainers and assessors are responsible for identifying plagiarism, cheating and collusion.

Quality Assurance Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training approach to ensuring that all aspects of its operations are quality assured.

This policy and associated procedures meet the requirements of Standard 2 and associated clauses of the Standards for RTOs 2015.

Policy statements

Quality approach

Quality forms part of Australian College of Vocational Education and Training commitment to students and all services provided are delivered to the highest possible standards.

Training, assessment and support services are regularly reviewed and measured for quality and effectiveness.

Students and staff are encouraged to provide feedback on how to improve service delivery.

Australian College of Vocational Education and Training is committed to innovation, high quality, continuous improvement, contemporary best practice and effectiveness in its provision of services.

Procedures

1 Surveying of stakeholders

- 1.1 Provide Learner Surveys to students before they complete their course.
- 1.2 Identify the need for additional surveys of students and develop as required.
- 1.3 Provide Employer Satisfaction Surveys to employers prior to students they employ completing their course as relevant.
- 1.4 Analyse the findings of all quality indicators surveys/other surveys and identify any improvements required.
- 1.5 Document findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 1.6 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 1.7 Monitor completion of actions and document outcomes on the continuous improvement register.
- 1.8 Complete quality indicator annual summary report for calendar year and submit to ASQA by 30 June each year.

2 Surveying of trainers and assessors

- 2.1 Develop a survey for trainers and assessors.
- 2.2 Provide surveys to trainers and assessors annually or at the end of a delivery period.
- 2.3 Analyse the findings of trainer and assessor survey and identify any improvements required.
- 2.4 Document findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 2.5 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 2.6 Monitor completion of actions and document outcomes on the continuous improvement register.

3 Training and Assessment Strategy review

- 3.1 Review TAS annually or as required.
- 3.2 Document findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 3.3 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 3.4 Monitor completion of actions and document outcomes on the continuous improvement register.

4 Validation outcomes

- 4.1 Conduct validation as outlined in the Training and Assessment Policy and Associated Procedures.
- 4.2 Document findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 4.3 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 4.4 Monitor completion of actions and document outcomes on the continuous improvement register.

5 Complaints and appeals

- 5.1 Manage complaints and appeals as outlined in the Complaints and Appeals Policy and Associated Procedures.
- 5.2 Document overall findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 5.3 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 5.4 Monitor completion of actions and document outcomes on the continuous improvement register.

6 Compliance schedule

- 6.1 Develop a compliance schedule to ensure that each aspect of the RTO operations is audited and reviewed.
- 6.2 Organise an external consultant at least annually to complete an internal audit.
- 6.3 Document findings on the continuous improvement register and identify required actions and associated responsibilities and timelines.
- 6.4 Communicate findings and required actions, responsibilities and timelines to relevant stakeholders.
- 6.5 Monitor completion of actions and document outcomes on the continuous improvement register.

Responsibilities

The CEO/ RTO Manager are collectively responsible for all aspects of quality assurance as outlined in this policy and associated procedures.

Staffing Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training approach to recruitment, selection, induction and ongoing professional development in order to ensure that there are qualified and sufficient staff in place.

This policy and associated procedures meet the requirements of Clauses 1.13–1.18 of the Standards for RTOs and with Standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Principles

Australian College of Vocational Education and Training is committed to providing quality training, assessment and support services. We recognise the importance of our human resources in meeting this commitment.

Australian College of Vocational Education and Training will ensure that the best possible staff are attracted by advertising widely all vacant positions.

Australian College of Vocational Education and Training is committed to equal opportunity in employment and to providing a work environment that is free from harassment and discrimination.

All decisions about recruitment will be based on merit and according to the position description requirements.

Procedures

1 Recruit and select staff

- 1.1 Identify staffing needs.
- 1.2 Develop a position description or access an existing position description. Ensure all information in the position description is accurate and identifies the key responsibilities, key selection criteria and desirable skills and attributes. For trainers and assessors, the requirements of Clauses 1.13–1.1.8 of the SRTOs 2015 must be clearly included.
- 1.3 Develop an advertisement for the position and advertise the position using the preferred recruitment channels. The advertisement will include the purpose of the role, key selection criteria, mandatory qualifications as relevant and a contact name and number.
- 1.4 Develop a short list of suitable candidates.
- 1.5 Interview shortlisted candidates using Staff Interview Form.
- 1.6 Select the most suitable candidate and check referees.
- 1.7 Send out a letter of engagement and contract to successful candidate/s and rejection letters to unsuccessful candidates.

2 Induct staff

- 2.1 Create a staff file for the new staff member. For trainers and assessors, the Trainer Assessor Evidence File must also be completed and maintained.
- 2.2 File all relevant documentation including qualifications and experience. Trainer and assessor files must include all documentation as per the requirements of Clauses 1.13–1.18 of the SRTOs 2015 must be clearly included.
- 2.3 Provide an induction for staff using Induction Checklist.
- 2.4 File the induction checklist.

3 Monitor professional development

- 3.1 Collect professional development evidence as per the organisation's requirements. For trainers and assessors, the requirements of Clauses 1.13c and 1.16 of the SRTOs 2015 must be met. For trainers and assessors, the Trainer Assessor Evidence File must be updated regularly with details of completed and planned professional development.
- 3.2 Organise professional development to meet Australian College of Vocational Education and Training needs as required.
- 3.3 File all professional development documentation.

4 Conduct performance reviews

- 4.1 Conduct performance reviews as required.
- 4.2 Document results of the performance review.
- 4.3 Monitor actions arising out of the performance review.

Responsibilities

The CEO/ RTO Manager are collectively responsible for all aspects of staff recruitment outlined in this policy and associated procedures.