

Training & Assessment Policy and Procedures



Purpose:

This policy and its related procedures is developed to ensure that Nationally Recognised Training and accredited courses on CAC's scope of registration are delivered and assessed in accordance with the VET Quality Framework and are designed, developed and executed to the highest possible standards so as to benefit all participants. CAC shall ensure that the delivery and assessment of Nationally Recognised Training, including Recognition of Prior Learning (RPL), complies with all aspects of the VET Quality Framework

Scope:

This policy applies to all academic staff comprising of Training Manager, Training Coordinator and Trainer and Assessor, who are responsible for facilitating and implementing Training and Assessment Policy and Procedure under the supervision of the DOS/RTO Manager.

Relevant standards, acts and legislations:

The Training and Assessment Policy and Procedures are within the scope of compliance requirement adhering to the SRTO 2015 Standard 1 clause 1.1 -1.4, 1.5-1.7; 1.8-1.12; 2014-16 VET Funding Contract – Schedule 1 Part A clause 10; ESOS Framework (ESOS ACT 2000) Standard 9, 10, 11 and 12.

Definitions

Term	Definition
Assessment	Assessment is the gathering of evidence to demonstrate competence within a defined set of skills and knowledge. These groups of skills and knowledge are contained within Units of Competency (competency standards) in nationally endorsed training packages along with assessment guidelines.
CoE	Certificate of Enrolment
DOS	Director of Studies
ESOS	Education Services for Overseas Students it is a legislative framework, commonly known as ESOS Act 2000.
Risk Assessment:	Risk assessment is the process used to determine risk management priorities by evaluating and comparing the level of risk against acceptable levels of risk.
Skills Recognition	Skills Recognition is the process of equating an individual's existing competency to the learning outcomes offered by CAC and includes Recognition of Prior Learning and Credit Transfers.
SRTO 2015	Standards for Registered Training Organisations 2015
Training	Training is the dissemination of information and resources to ensure learning occurs
Training and assessment strategies	Training and Assessment Strategies' and practices are the approach of and method adopted by, an RTO with respect to Training and Assessment designed to enable learners to meet the requirements of the Training Package or accredited course.
Training Package	Training Package means the components of a training package endorsed by the industry and skill council or its delegates in accordance with the standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components from part of the requirements that an RTO must meet under these standards. A

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Term	Definition
	training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.
Unit of Competency:	Unit of competency means the specifications of the standards of performance required in the workplace as defined in a training package.
VET Accredited qualification/course	VET Accredited course or qualification means a course accredited by the VET regulator in accordance with the Standards for VET accredited course.
VET Quality Framework	VET Quality Framework comprises: (a) the Standards for Registered Training Organisations (SRTO) 2015; (b) the Australian Qualifications Framework; (c) the Fit and Proper Person Requirements(which, as of 2015, are part of the standards); (d) the Financial Viability Risk Assessment Requirements; (e) the Data Provision Requirements.
VTG	Victorian Training Guarantee

Policy:

The purpose of this policy is to affirm the commitment of CAC to the ongoing process of developing, implementing and reviewing Training and Assessment strategies and practices. Training and Assessment Policy ensures that:

- Training and assessment strategies developed by CAC are consistent with the requirements of the training packages and VET accredited courses enabling learners to meet the requirements for each unit of competency.
- It ensures to determine learners training requirements in order to meet the industry standards for undertaking VET courses within CAC's scope of registration.
- Training and Assessment Policy would ensure a detail implementation procedure on various components of a Training package including compliance with AQF requirements.
- Training and Assessment Policy would ensure a regular review of procedure for meeting industry standards and continuous improvement.

In order to achieve the above mentioned policy statements, the RTO Manager/ DOS shall arrange for:

1. A consultation procedure to identify the needs and components of Training and Assessment Strategies and Practices adhering in consistent with the Training packages requirements.
2. Developing Training and Assessment strategies with implementation procedure to meet the Training package requirements
3. The collection and analysis of the feedback and satisfaction data from staff and students on the Training and Assessment practices currently conducted in CAC for the courses within the scope of CAC
4. Conducting Internal review in the beginning of the year on successful implementation of the current Training and Assessment strategies

Procedure:

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The following procedure outlines the steps that CAC would undertake in confirming appropriate steps in development, implementation and review of Training and Assessment Strategies:

1. Consultation

CAC uses a number of processes to accumulate evidence as consultation to identify whether industry requirement and student needs are addressed in Training and Assessment of VET courses within CAC's scope of registration.

1.1. Feedback

In order to identify clients or target students' needs, feedback is gained from the following stakeholders:

- Industry Expert
- Trainer and Assessors

Feedbacks are generated through variety of methods as outlined below:

a. Industry Expert

Industry validation of assessment instruments for all Units of Competency and Training and Assessment Strategies will be conducted at least once in five years for the associated Training Package or Accredited Course. CAC aims to validate 50% of the products within the first three years of each five year cycle.

- Validation activities will be undertaken in a systematic manner and all validation activities will be scheduled through the 'Validation Schedule' including identifying the units that are to be validated at each session.
- The Curriculum Manager ensures that the 'Validation Schedule' is completed at start of each calendar year and reflects validation activities across all units on Central Australian College's scope of registration.
- Validation sessions will be scheduled at a minimum every 3 months (each quarter) for each industry area that Central Australian College is providing training and assessment services. This schedule is to be completed annually.
- External Validation activities may be completed by external consultants and shall be determined by the Curriculum Manager depending on the number of enrolments and demand on programs.
- External Validation outcome is recorded in the 'Validation Form' and maintained in 'formal agreement between industry expert and CEO.'
- For detail on validation and moderation procedure refer to 'Validation and Moderation Policy and Procedures.'

b. Trainers and Assessors

Internal review of assessments are conducted by internal Trainers and Assessor. The main objective of this internal validation is to check the quality and validity of the assessments.

- Internal validation would be conducted by the Trainers and Assessors once they have completed assessing units
- The validation feedback generated from the Trainers and Assessors would be recorded in 'validation form'.
- Internal validation would be implemented through moderation process. For detail refer to 'Validation and Moderation Policy and Procedures'.

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Trainers Meetings

There will be regular Trainers meetings regarding delivery of CAC's programs. These meetings will involve a discussion of all aspects of the CAC's Training and operations including:

- Policies and Procedures
- Delivery Issues
- Assessment of the units and/or modules
- Student Support Services
- Attendance
- Recording of Results

Minutes of these meetings will be recorded and maintained in a meeting minutes' folder in Compliance Drive. It will also be circulated to all relevant staff. Action arising from the meeting will be documented and evidence of the action having been taken will be recorded.

1.2. Collection and Analysis of data:

The Training Manager is responsible for conducting the consultation procedure with the industry expert. The consultation procedure will be aimed at identifying the needs outlined below:

- **Learner Need Analysis:** Target group or clients are the potential and current students for whom the Training and Assessment Strategy has been designed. It is very important to understand the target group need which would provide us information on the expectation of our learners from the courses that is delivered in CAC. It will be conducted through 'Pre Training Review.'
- **Training Need Analysis:** Identifying the needs of the industry requirement will help us to keep up to date with improving industry standards and assuring that the Training Package is delivered with the outcome of skill enhancement for the students undertaking the respective VET qualifications within CAC scope.
- **Assessment Requirements:** The Assessment requirements comprises of the Assessment methods, Assessment tools and task that is used for assessing student's competency in assuring that the student has successfully met the requirements of the Training Package and has successfully enhanced the skills required for the particular industry.
- **Competency decision making:** Identifying the needs of analysing and justifying competency based on principle of evidence and rules of evidence, is very essential to be improvised with the changing trend of conducting training. Competency decision making comprises of the following tools:
 1. Assessment Decision
 2. Number of Attempts
 3. Authentication of Assessment
 4. Assessment Appeal
 5. Re- Assessment Conditions

2. Outlining Training and Assessment Strategies

CAC will develop documented training and assessment strategies for all nationally recognised training that:

- details at a macro level, the qualification, units of competence and methods for training and assessment
- are developed in consultation with clients and/or industry
- allow for reasonable adjustment
- are readily accessible to all relevant staff
- are systematically reviewed and updated

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- ensure compliance with training package rules and requirements
- provide a guide for the development and delivery of the training and assessment

2.1. Overview of the Training Package

The Training and Assessment Strategies will include implementation procedure for the components required to undertake Training and Assessment for each VET Accredited course or qualification. The Training and Assessment Strategy comprises implementation of the standard conditions and requirements outlined by the VET Industry regulators adhering to the Training Package requirements as detailed in www.training.gov.au.

The overview comprises of the following sub components:

- Description and application of the qualification and Training package
- Target group/student/client
- Pre-requisite, co-requisites and Licensing/ Regulatory Information
- Academic and employment Pathways from the course and to the course
- Entry requirements and eligibility criteria
- Qualification conditions includes duration and unit of competencies

2.2. Implementation of Training and Assessment Delivery Strategies

The Training and Assessment delivery strategies includes:

2.2.1. Methods of training delivery:

- Classroom based training** sessions to develop the knowledge and theoretical understandings required to undertake course work within a highly regulated industry standard and prepare for and practice dealing with situations that arise in work place setting. Classroom delivery ensures full access to internet, whiteboards, student workbooks/textbooks, and any industry specific hardware/software.
- Time for a supervised self-study** may be allocated in order to allow students to revise their learning or understanding, perform any required tasks, practice their skills, reinforce their knowledge and prepare themselves for the assessments. Students need to allocate few hours of self study time per unit of competency to complete workbook activities and the associated review questions to enhance their understanding. This time is in addition to the structured supervised hours of training. (The trainer will inform the students about the minimum number of hours they need to put in for individual units to meet the nominal hours for the unit).
- Flexible/ one-on-one Training** mode includes one on one supervision by the Trainer/ Assessor through electronic/face to face contact. Electronic contact may include Skype, email and telephonic conversation. Students would be given flexibility to complete the course at his or her own flexible time under Trainer/ Assessor's directed supervision.
 - Students need to allocate few hours of self-study time per unit of competency to complete workbook activities and the associated review questions to enhance their understanding. This time is in addition to the structured supervised hours of training. (The trainer will inform the students about the minimum number of hours they need to put in for individual units to meet the nominal hours for the unit).
For domestic full fee paying students or students under Skills Victoria Funding

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- Training plan would be developed for every student with detailed supervised proposed hours of training, which may differ from actual commencement or completion, as the training would be delivered as per student's flexible time.
 - Every contact and communication between Trainer and Student would be recorded under contact log with evidence attached wherever possible. This contact log would provide a detailed understanding whether the student has gained appropriate training and guidance by the Trainer/ Assessor for successful completion of the course.
- d. **Work Based** delivery methodology is used for potential students who are currently working under an employer and have enrolled in the qualification with the consent and requirement from the Employer. This type of Training would be available only for domestic full paid students or the student under SVTS and the eligibility criteria is listed under Skills Victoria Funding Requirement.
- This kind of training would be conducted on the workplace premise of the employer and can be one on one or group based as per the number of potential students enrolled from one Employer or workplace.
 - The Training delivery would be based on the training and assessment strategy outlined in each student's Training plan with the consent of the employer.
 - A contact log would be maintained for each student which details the communication that has been made by the Trainer/ Assessor with the student from the date of commencement till the completion of the Training.
 - For each trainee a Training Plan will be developed in consultation with CAC and the student and the employer.
- e. **Blended Learning (online)** training under this mode would be provided to students under one on one supervision by the Trainer/ Assessor through electronic contact. Students would complete their assessments through Cloud Assess online learning management system (CAC conducts assessment only through Cloud Assess) and electronic evidence such as verbal recording, evidence upload and download, digital signature would be tracked and recorded through Cloud Assess. Students would be given flexibility to complete the course at his or her own time under Trainer/ Assessor's direct one on one supervision.

2.2.2. Delivery Schedule and Training Plan:

The delivery schedule outlines and details the timetable for classroom based training on how the units of competencies will be delivered assuring the actual hours of delivery has been undertaken to meet the Training package duration requirements.

For domestic full fee paying students or students under Skills Victoria Funding:

- The Training Plan is designed for students under flexible learning and work based learning, which outlines the proposed date of commencement and completion of each unit of competency leading to a qualification.
- It also includes the actual dates students commenced the assessments and delivery for fulfilment of learning requirements of the unit of competency.
- Every contact and communication between Trainer and Student would be recorded under contact log with evidence attached wherever possible. This contact log would provide a detailed understanding whether the student has gained appropriate training and guidance by the Trainer/ Assessor for successful completion of the course.

For work based student

- Training Plan is created on the basis of training need analysis conducted in association with the student's Employer, Trainer/Assessor and the Student.
- It follows similar delivery module for domestic full fee paying students or students under VTG.

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For overseas students

- Course progress is closely monitored to assure completion within the COE period. It is done through ‘monthly Academic Tracker’ maintained by Training Coordinators
- Students’ attendance is also monitored with students providing evidence in case of absenteeism.
- For detail refer to ‘Course Progress Policy and Procedure.’

2.2.3. Training Delivery conditions:

CAC will ensure that each delivery mode implemented assures to meet the following training and delivery conditions:

- **Flexible:** The training plans will provide a well-structured and well-paced training program, whilst students will have set session times with tasks to be submitted, they will be offered flexibility of undertaking a training program that accommodates individual availability.
- **Accessible:** Trainers will be accessible outside set class times, via telephone, email and during workplace visits to provide assistance to students.
- **Affordable:** Due to our reasonable overheads, we are able to provide all our courses in a cost-effective manner, without skimping on quality.
- **Practical:** All the content in our courses relate to practical industry requirements applicable to real-life situations arising at work place. Our trainers will guide the students to ensure the transfer from information to application is seamless outside the classroom.
- **Workplace simulation:** The programs include workplace simulation to provide students a feel of the workplace environment.
- **Access to equipment and teaching personnel:** The program will provide access to training experts, relevant curriculum, training tools, internet access and a range of facilities as required by the program.
- **Student Mentoring:** Our program training methodology goes hand in hand with student mentoring. It uses a personalised approach with small groups and individuals to develop self-confidence and leadership.

Trainers may provide additional learning material where gaps are identified in either the participant’s underpinning knowledge or the training resources. All classroom based and simulated automotive workplace delivery will occur in suitable environments and follows organisational OHS policies and procedures.

2.2.4. Access and Equity conditions:

CAC will implement the Access and Equity procedures to ensure that students get additional academic and non-academic support while undertaking Training and Assessment at CAC. The Training and Assessment strategies is designed to align with the requirements mentioned under Access and equity Policy that includes:

- Language, Literacy and Numeracy Support
- Reasonable Adjustment
- Counselling
- Student Safety while undertaking Training and Assessment with CAC

For detail refer to ‘Access and Equity Policy and Procedures.’

2.2.5. Assessment Delivery Strategies:

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CAC ensures that assessments are designed and developed to meet the Training package requirements. The Training and Assessment Strategy would outline the implementation of the following components:

a. Assessment methods:

The assessment process include gathering of evidences to demonstrate student's competence. Students will be advised of the assessment requirements at the beginning of each unit.

- **Summative assessment** are used to evaluate student learning at the end of an instructional unit by comparing evidence against the performance criterion of the unit as well as the critical aspects of assessment.
- Each unit has an individual assessment tool and mapping document which establishes detail assessment methodologies including:
 - Outline of the assessment methods
 - Instructions for the assessor
 - Instructions for the students
- Each unit has a Marking Guide which is provided to the Assessor, to ensure consistency in judgement. Marking Guide aims provide clear instructions and guidance to the assessment process and the criteria to base judgment of competence.
- All assessment tools for each unit of competency are mapped using 'Unit Mapping Document' to:
 - Meet unit, Element & Performance Criteria requirements;
 - Cover the Unit Range Statement, Evidence Guide and Critical Aspects of Evidence;
 - Cover all Underpinning Knowledge and Skills requirements; and
 - Cover Specific Evidence Requirements as listed in each individual unit of competency.

b. Assessment Procedures

- All assessments are summative assessment, which requires each student to have adequate practice prior to undertaking this assessment.
- Assessors, when deeming a candidate competent, must have judged evidence collected to also have met the requirement of the Dimensions of Competency and be certain that the candidate can consistently apply and transfer the skills and knowledge covered into new work situations.
 - Each assessment maintains at a minimum, three types of appropriate evidence to verify the candidate's competence for each element within a unit, which addresses the performance criteria requirements of the elements.
 - At least one of these evidence pieces should be a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the course).
 - To determine the student's skills and knowledge in a unit of competency, a qualified trainer and assessor will conduct assessments using a variety of evidence gathering techniques including:
 - Written/Verbal Questions
 - Observation/Demonstration
 - Analysis/Reports
 - Project/Research
 - Problem Solving
 - Documentation
- As this is a competency based program, assessment will continue throughout the course until the student either achieves competency in the assessment tasks or a further training need is identified and addressed.
 - The assessment process will include the gathering of evidence to demonstrate the student's competence.

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- Students will be advised of the assessment requirements at the beginning of each unit through the 'Assessment Booklet'.
- For a student to be deemed competent student must demonstrate competency in all elements and performance criteria within the unit.
- The student will be provided with a Skill and Knowledge assessment outlined for each unit in the qualification.

2.2.6. Assessment review and acceptance procedures:

Assessment review and acceptance procedure includes the implementation of the following components:

a. Number of Attempts

If a student is unable to demonstrate competence at a given time, they will have two more opportunities to be re-assessed. If, on the subsequent attempts, competency has not been achieved, the participant will be deemed 'Not Yet Competent' and will be required to undergo additional training. Only after completion of this additional training will the student be re-assessed.

Note: Changes may be required to be made to the student's enrolment in the unit and additional fees may apply.

b. Reasonable adjustment

Assessment practices will be inclusive and in support of equity principles. Reasonable adjustments may be made to assessment tasks or methods, to minimise disadvantage to individuals or groups, however, these adjustments will not compromise the integrity of the competency standard. 'Reasonable Adjustment Form' is to be maintained in this instance stating the adjustment.

c. Authentication of Assessment

CAC Assessments have built-in authentication processes within all assessments which includes declaration by participants for all submitted written and project work.

d. Assessment decision

On completion of each individual assessment task, the 'task' will be deemed to be either:

- Satisfactorily completed, or
- Unsatisfactorily completed

All assessment tasks will accumulate to a final assessment outcome for each 'unit of competency' and this final judgement of competence will be recorded as:

- C – Competent, or
- NYC – Not Yet Competent

All assessment 'tasks' must be completed satisfactorily for the participant to be deemed competent and the final assessment decision will be communicated to the participant.

e. Assessment Appeal

If a participant seeks to appeal an assessment outcome they can do so in accordance with the Complaints Appeals Policy, by using 'Complaints and Appeals Form'.

f. Re-Assessment Conditions

Re-assessment may occur at any time after the initial assessment task is deemed unsatisfactorily completed and shall be arranged between the assessor and the student to ensure conditions are consistent with the original assessment.

2.2.7. Contextualisation and Development Assessment tools, methods and task

All Assessments tools, methods and tasks are designed and developed based on the industry standard requirements and the unit of competency requirements detailed and outlined under www.training.gov.au. The tools, methods and task are mapped to the competency requirements in a

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unit mapping document. Assessments are contextualised and developed based on the needs identified for the Training Packages within the CAC scope of delivery or any transition of unit of competencies. Assessments are validated and moderated adhering to CAC's Validation and Moderation Policy and Procedure (see the policy for details).

3. Gathering Feedback from students and staff regarding Training and Assessments

The collection and analysis of the feedback and satisfaction data from staff and students on the Training and Assessment practices are conducted:

3.1. Trainers Feedback

Trainers' feedback on assessment materials is sought through the process of internal validation as mentioned in 1.1.b. above. The feedback thus generated is implemented through moderation procedure. Refer to Validation and Moderation Policy and Procedure for detail.

3.2. Student Feedback

Students are encouraged to bring any issues to the attention of appropriate staff and it is through the contact with students that staff will gain feedback as to the issues concerning students.

- Students are required to fill out the Quality Indicator Survey at the end of the course.
 - Students fill out the survey either through Survey Monkey or the forms are completed by the students and submitted to student administration via a trainer / assessor. This evaluation seeks feedback across a range of aspects including:
 - Attitudes to learning
 - Satisfaction with training
 - Satisfaction with the organisation
 - Teaching Staff
 - CAC's facilities
 - Resource
- The data is then entered and formally submitted to the registering body on a yearly basis, as a part of Quality Indicator Survey.
- The finding is also implemented internally as Continuous Improvement process.

4. Training and Assessment Strategy Review:

Training and Assessment strategy will be reviewed every year as mentioned under the Continuous Improvement plan for quality assurance, quality control and compliance. The Training and Assessment Review would be conducted by using TAS Review tool, which is done internally by the Training Manager and an Industry Consultant or External Validator. For detail refer to Continuous Improvement Policy and Procedures.

Policy Reference

- 2014-16 VET Funding Contract – Schedule 1 Part A clause 10
- SRTO 2015 Standard 1 clause 1.1 -1.4, 1.5-1.7; 1.8-1.12
- ESOS Framework (ESOS ACT 2000) Standard 9, 10, 11 and 12

Relevant Policies:

- Assessment Policy and procedure
- Monitoring Course Progress Policy and procedure
- Validation and Moderation Policy and Procedure

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- Record Management Policy and Procedure
- Quality Indicator Policy and Procedure
- Continuous Improvement Policy and Procedure

Relevant Forms and documents

- CAC Quality Manual
- Employee Handbook
- TAS Review tool

Responsibility:

- Managing Director
- RTO Manager
- Training Manager/ Director of Studies
- Training Coordinator
- Trainer and Assessor
- Curriculum Manager

Communication

The policy will be communicated by via:

- CAC Management Meeting
- Inclusion in the CAC Policy Bank
- CAC Website
- CAC Intranet

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