

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

Purpose

The purpose of this policy and procedure is to outline the approach taken by VFA Learning to deliver high quality training and assessment to its students and ensure responsiveness to industry and student requirements whilst meeting the full requirements of the qualifications and courses provided.

Policy

VFA Learning ensures to:

- inform the VFA Learning Training and Assessment Strategies
- inform all education, training and assessment practices at VFA Learning
- offer consistent, best practice in education, training and assessment for all students, both domestic and international
- deliver training and assessment at VFA Learning is in accordance with the principles and parameters of the Australian Qualifications Framework (AQF) and nationally endorsed Training Packages
- issue qualifications, skill sets and statements of attainment are issued in accordance with the requirements of the AQF and qualification requirements specified in National training packages and/or State and federal funding contracts
- encourage continuous improvement in education, training and assessment practice at VFA Learning.

VFA Learning develops Training and Assessment Strategies (TASs) that relate to each of its Training Package qualifications on its scope of registration within the spirit of the regulatory authorities seeking to ensure that raising the quality of the training being delivered (including all training resources) and assessment being undertaken (including all assessment resources) is of a standard satisfactory to ensure the desired outcomes of training programs for students. VFA Learning also offers innovative and industry responsive training, informed through its industry consultation activities.

Procedure

1. Training & Assessment Strategies

In developing Training and Assessment Strategies the Director shall ensure that:

- Students are consulted to identify learning needs through surveys.
- Industry stakeholders are consulted to identify specific competency requirements through surveys, VFA Learning representation at industry forums and through membership of key national and state industry associations.
- Any prerequisites are incorporated into the delivery and assessment strategy.
- The Volumes of Learning guidelines are considered and applied to all programs, and where the program duration may be shorter than the recommended timeframe, a clear rationale is presented including of the learner cohorts' vocational backgrounds, their learning needs and circumstances, and how VFA Learning will ensure the required rigour and depth of training so that the student may meet all of the competencies in the shorter timeframe. This may include clustering of learning, with once again, a clear rationale for this methodology.
- The RTO delivers nationally recognised training on its Approved Funded Scope and in accordance with the requirements of the accredited course or endorsed national training package and consistent with purchasing guides, directions or policies issued by the regulators
- Client and industry feedback is used in the annual review of its training and assessment procedures.

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

- Independent assessment validations are completed prior to the roll out of any new or redesigned training programs
- Assessment validation and moderation summaries are considered in the annual review of all Delivery and Assessment strategies.
- Any reviewed training packages are implemented within the desired period.
- All training and assessment resources are labelled with the appropriate unit.
- Establish Program Unique Supervised Hours (PUSH), the total hours the VFA presenter engages with the student whilst they complete the course.
- Volume of learning is in line with the recommendations in the AQF and or the relevant purchasing guide or course curriculum.
- The amount of training aligns with and satisfies the requirements established in Standard 1 of the Standards for Registered Training Organisations (RTOs) 2015.
- Where the training and assessment strategy deviates from the volume of learning/ amount of training requirements a justification is provided in the TAS related to the specific learner cohort.
- Deadlines for late starters are established and conditions put in place (catch up sessions) to ensure student is not disadvantaged.
- Practical placement considers training package and industry in relation to volume and special requirements.
- Training assessment strategies will be reviewed annually or when there has been a change to any aspect of the training and assessment approach.

2. Training – Suitable and Sufficient Resources

VFA Learning provides quality training to its students for all Courses. This means:

- having access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified.
- Providing an appropriate amount of training for each Course to ensure effective outcomes for students in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
- Complying with the purchasing guides, directions and policies issued by ASQA and government funding bodies at all times.
- Providing suitable educational and support services sufficient to meet the numbers of students enrolled with the RTO.
- Providing training resources that are accessible to students regardless of their location or mode of delivery.
 - Identifying the support that each individual student needs prior to their commencement or enrolment and providing access to the educational and support services necessary to meet these needs and Course outcomes.

3. Trainers & Assessors

. Training and assessment are conducted by trainers and assessors who:

- have vocational competencies at least to the level being delivered and assessed;
- possess current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment.
- continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

4. Assessment

VFA Learning has an assessment system that ensures assessment:

- Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
- Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
- Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
- Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
- Considers the students' dimensions of competency when making all assessment decisions.

Where required to ensure no students are disadvantaged, assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs.

VFA Learning has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further detail.

5. Assessment Documentation

- Trainers and Assessors are provided with assessment documentation for all units of competency or clusters in each Course. These documents include:
 - Detailed instructions to the student about the tasks they must complete
 - Benchmark answers and decision making rules for the assessor
 - Recording tools for the assessor
 - Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module.
- Trainers and Assessors use benchmark answers and follow decision making rules when assessing student submitted work.
- In some cases, VFA Learning has grouped units of competency or modules together to form a cluster/subject. In this case, assessment requirements may relate to a group of units rather than one unit, however this will be made clear in the assessment task instructions and in course information.

6. Submission, Feedback and Re-assessment

- Students must submit each task with a completed and signed *Assessment Task Cover Sheet*.
- Written and theoretical tasks will be assessed within 5 days of submission by the student and forwarded to VFA Learning. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to participate in further training and be re-assessed. This may attract a fee.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

7. Assessment Appeals

- Students have the right to make an appeal against an assessment decision by following VFA Learning's Grievances and *Complaints Policy and Procedure*.
- Students have 14 days from the date of the assessment decision to make an appeal.
- Students will not be victimised or discriminated against for seeking a review or appeal.

8. Recognition of Prior Learning (RPL)

- Recognition of Prior Learning is offered to all students prior to or upon enrolment so that all students are provided with an opportunity to have existing skills and knowledge formally recognised.
- A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in interviews with their assessor, provide documentary evidence and demonstrate practical skills where relevant. Refer to *Recognition of Prior Learning Policy & Procedure*.

9. Work Experience/Practical Placements

- Assistance with Practical Placement is provided to all students in line with the *Practical Placement Policy and Procedure*, to find a suitable workplace in order to complete their qualification and ensure there is a Practical Placement Agreement in place for each placement in order to complete the qualification.

10. Student Plagiarism, Cheating and Collusion

- Students are expected to complete all assessments ethically: without plagiarism, collusion or cheating. Any students suspected of unethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts may be asked to withdraw from the course. Refer to VFA Learning's *Student Responsibilities Policy and Procedure*.

11. Training Plans

- VFA Learning provides detailed Training Plans to all Eligible Individuals (refer to VFA Learning's *Application & Enrolment Policy and Procedure*) and ensures all training plans are signed prior to commencement of training but no later than four (4) weeks after commencement of training.
- The Training Plan clearly outlines the course outline, duration and the training and assessment methods that will be used for the Course. It also informs where units are clustered.
- Training Plans are maintained and current at all times clearly reflecting Eligible Individual progression and completion, if changes are required, all parties mutually agree and sign off on changes.
- If the delivery mode is workplace based, the workplace employer is provided with a copy of the Training Plan.

12. Evidence of Participation

- VFA Learning ensures that authenticated Evidence of Participation is collected for each unit of competency. Each piece of Evidence of Participation includes the student's name or identification number, unit of competency or module details and a date.

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

- Follow the following minimum requirements to verify Eligible Individuals' ongoing engagement in training services for each unit of competency or module:
 - One (1) point of Evidence of Participation between the Enrolment Activity Start Date and Enrolment Activity End Date;
 - Two (2) points of Evidence of Participation if the period between Enrolment Activity Start Date and Enrolment Activity End Date is longer than one (1) month, including one point within the last month of training.
 - Two different forms of Evidence of Participation must be used. An auditor would consider the time elapsed between the start and end date (or withdrawal) of the unit of competency/module and use discretion as to a reasonable demonstration of ongoing engagement by an individual in learning and/or assessment activity across the unit of competency/module,

Accept only the following Evidence of Participation:

- Assessment evidence containing student name, unit of competency/module, date and signature. In cases where this information cannot be recorded on the work itself, separate cover sheet must Quality Training & Assessment Policy & Procedure Quality Training & Assessment Policy & Procedure v6 Page 5 of 7 Once printed this is an uncontrolled document accompany the work to allow it to be linked to the student, the unit of competency/module and date completed, OR
- Trainer and/or assessor notes based on personal interviews, telephone, e-mail, or other communication modes on the engagement of a student in learning and/or assessment activity of the unit of competency or module. OR
- Attendance roll signed by the trainer or relevant administration person of the RTO with printed name and date. The attendance roll must contain student's full name and signature and details of the units of competency/module covered. Attendance at an induction or orientation class alone is not sufficient Evidence of Participation, another piece of Evidence of Participation/engagement in learning must accompany it.

For clustered delivery:

- i) where, for the purposes of delivery or assessment, units of competency or modules are clustered together, the evidence provided must satisfy participation at the unit of competency and module level requested
 - ii) where the modules are delivered consecutively, a notation on a roll or student management sheet that indicates which training was actually delivered in a session at the unit of competency or module level will be sufficient
 - iii) for other types of clustered delivery, a delivery schedule or equivalent must be provided that shows the planned training, at the unit of competency or module level, on the date/s the individual was in attendance
- Where primary documentation is not available, a signed statutory declaration from the trainer affirming an individual's participation will be accepted. It must include:
 - Signed and dated statutory declaration containing full explanation of the reasons why primary recording documentation is not available

- For online/blended delivery mode, log in record demonstrating on-line engagement log in by student may be used for Evidence of Participation if they were provided with a secure log in. However, records must show that VFA Learning has checked that the student is continuing to engage across the unit of competency
- In the event that extreme circumstances prevent the provision of any of the primary recording documentation as set out in paragraph (e), a statement from an Eligible Individual declaring they participated in the module/unit of competency may be provided. An appropriate Training Provider Personnel member must also provide a full explanation of the reasons why primary recording documentation is not available. the following minimum requirements to verify Eligible Individuals' ongoing engagement in training services for each unit of competency or module:

13. Feedback and Improvements

- VFA Learning collects feedback about its training and assessment practices and systems from students, trainers/assessors and industry. Feedback will be collected regularly, collated and analysed in order to bring about improvements. Also refer to the *Quality Assurance Policy & Procedures* for further details.

Student Feedback

In addition to the AQTF QI Student Questionnaire issued to students, VFA Learning will also survey students at the commencement, week 8 and at completion of their chosen course of study. This is done to provide further feedback from students to inform the VFA continuous improvement commitment.

Students are surveyed at 4 points during the course:

- Week 1 - survey
- Week 8 - survey
- Mid-point – face to face with Academy Manager
- End of Course - survey

At the above points in the course, VFA Learning will collect feedback from students on their experiences with enrolment, progression through the course and overall experience with their course, the academy and the academy staff.

- Survey results are compiled and analysed by the Manager Contract and Compliance to identify trends in feedback, and note exceptional comments
- The Manager, Contracts and Compliance will note any matters for attention in the VFA Learning Continuous Improvement Committee. Actions will be noted on the Continuous Improvement Register.
- Any identified informal complaints will be assessed and treated on merit, e.g. complaints about trainers, facilities, equipment, resources, etc. that may have gone unreported otherwise.
- Such complaints will be added to the Complaints Register for action.

Industry Feedback

VFA learning will ensure it has established and maintained material, relevant and appropriate links with industry and other bodies to ensure its approved courses:

- a) Meet workplace needs; and
- b) Improve employment outcomes.

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

The other bodies include the following, as appropriate;

- c) Employers;
- d) Employer or employee bodies;
- e) Professional associations;
- f) Industry regulators;
- g) Registered higher education providers

VFA Learning conducts formal industry consultations for all approved courses ensuring that training aligns with industry requirements and trends. This process is undertaken by the following methods:

- h) VFA Learning's Director of Quality schedules industry consultations every 6 months
- i) VFA Learning's Director of Quality identifies industries that align with the approved courses
- j) VFA Learning's Director of Quality and the Trainers and Assessors visit industry to conduct the consultations
- k) VFA Learning's Director of Quality and the Trainers and Assessors sit on industry governing boards and associations and gather information relevant to the delivery of training

Once the industry consultations have been completed, the information is then analysed and possible improvements identified, it is taken to the Continuous Improvement Committee for consideration and ratification.

The improvements are then incorporated into course content, delivery methods or equipment used for training.

Employment outcomes as a result of the industry links that VFA Learning create in the Fitness, Massage and Childhood Education and Care are recorded in post completion surveys to ensure changes made to courses have increased the students employability.

Trainer and Assessor Feedback

VFA Learning meets with the Trainers and Assessors every six months to gain feedback on the following:

- Training recourses, assessments and equipment
- Environment and culture
- Communication
- Overall satisfaction in their role

Once the Trainer and Assessor consultations have been completed, the information is then analysed and possible improvements identified, it is taken to the Continuous Improvement Committee for consideration and ratification

14. Record Keeping

- VFA Learning will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at <http://www.asqa.gov.au/news-and-media/retention-requirements-for-completed-student-assessment-items.html>. This requires that the full assessment is kept on file for at least 6 months after the assessment decision is made and Assessment Cover Sheets maintained for a further 7 years. The *Student Records Management Policy and Procedure* further outlines our approach to record-keeping.

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

- VFA Learning will comply with the requirements of all funding Contracts and keep records as outlined below:
 - documentation used in the enrolment process to confirm an individual's eligibility for government subsidised training under the Contract and to confirm the application of fees in accordance with the requirements of the Contract, for at least seven (7) years after the relevant Eligible Individual has completed or withdrawn from the relevant training course or qualification in which they are enrolled; or
 - related to Training Plans for at least two (2) years after the relevant Eligible Individual has completed or withdrawn from the relevant training course or qualification in which they are enrolled; or
 - related to Evidence of Participation requirements under this VET Funding Contract, including but not limited to assessment records, for at least seven (7) years after the relevant Eligible Individual has completed or withdrawn from the relevant module or unit of competency in which they are enrolled.

15. VET Student Loan Program

This policy and procedure ensures all training and assessment delivered to students with a student loan, under the VET Student Loan Program, is in line with all legislative and regulatory Standards, outlined by ASQA.

It also supports the execution of VFA Learning's commitment to adequate completion rates for each of its courses (or parts of courses) that lead to a higher-level diploma or above qualification (VSL Rule Claus 33).

VFA Learning determines the census days for each approved course, so that:

- there are at least 3 census days for the course when expected duration is 12 months and 4 census dates when expected duration is 18-24 months; and
- using the supplied DET census calculator VFA Learning will ensure that each census day for a part of the course is at least 20% of the way through the period;
- Using the course ADAA guide VFA Learning will ensure the Unit of Study starts when that part of the course starts to be provided; and
- The Unit of Study ends on the day a student would reasonably be expected to complete that part of the course.

This information will be included in each Approved course Training and Assessment Strategy and endorsed by the Director of Quality.

16. Skills First Program (Vic)

- The VFA Quality Training & Assessment Policy and Procedure is designed to meet the following requirements of the Skills First funding contract (2017):
 - Training Services subsidised through the Skills First Program will be of high quality and relevant to industry and employers;
 - VFA Learning will ensure that it delivers a Volume of Learning in line with recommendations in the AQF and/or the relevant Victorian Purchasing Guide or course curriculum;
 - VFA Learning will ensure that the Amount of Training is in accordance with Standard 1 of the National RTO Standards, and the Training Provider must justify and document any deviation when it occurs;

- VFA Learning will deliver high quality Training Services in accordance with this VET Funding Contract.

17. International Students

- The ESOS National Code aligns with VFA Learning's policy and practices in ensuring transparency of all training products and courses scheduled to be delivered together with an assurance that they meet the Training Package requirements. As such, VFA Learning will register the expected duration of each course on the CRICOS register.
- Furthermore, VFA structures its course programs and durations in an educationally sound manner, taking into consideration approved holidays and any work based training.
- Its courses are of at least 20 scheduled course contact hours per week, also in line with the National Code.
- The ESOS National Code has requirements for the maintenance of quality in the delivery of training programs to international students. To accommodate these requirements, VFA Learning will ensure that it has:
 - implemented policies and procedures for the staffing and education resources required by the applicable quality assurance framework.
 - evidence of the implementation of the provider's own staffing policies and procedures, where a course or provider is not subject to an appropriate quality assurance framework. Policies and procedures are required for the recruitment, induction, performance assessment and ongoing development of staff involved with the recruitment or delivery of education or client services to overseas students.
 - adequate education resources and premises to deliver the course, where the course or provider is not subject to an appropriate quality assurance framework.
 - copy of the written notification to the designated authority and any enrolled students where there is an intention to relocate premises at least 20 working days before the relocation. Notification to students would include those accepted students of the provider who have not yet commenced studying, but have been granted a student visa.

Related Documents

SUPPORTING DOCUMENT VFA Strategic Plan 2016 - 2018

POLICY & PROCEDURE Application & Enrolment

POLICY & PROCEDURE Recruitment, Selection and Staff Training and Support

POLICY & PROCEDURE Continuous Improvement and Commitment to Quality Assurance

POLICY & PROCEDURE Recognition of AQF Qualifications

POLICY & PROCEDURE Recognition of Prior Learning (RPL)

POLICY & PROCEDURE Assessment Validation and Moderation

POLICY & PROCEDURE Student Responsibilities

POLICY & PROCEDURE Complaints and Appeals

POLICY & PROCEDURE Student Records Management

SUPPORTING DOCUMENT Student Handbook

TEMPLATE Industry Consultation

TEMPLATE Individual Training Plan

TEMPLATE Training & Assessment Strategy

TEMPLATE Assessor Marking Guide

TEMPLATE Qualification Mapping

TEMPLATE Assessment Guide

Quality Training and Assessment Policy & Procedure



RTO 22360 CRICOS 03612C

TEMPLATE Practical Placement Agreement

TEMPLATE Individual Learning Plan

FORM Credit Transfer/RPL Application for Consideration

Responsible Officer

The responsible officer for the implementation and training for this Policy and Procedure are the Director of Quality and the Academic Managers.

Publishing details

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