



## **Australian Leading Institute of Technology**

RTO Code: 45156

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# No.4.1.14: Qualification Development and AQF Pathway Policy and Procedure

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## Policy Context

This policy relates to:	
Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	VET Quality Framework (VQF)
Codes and Standards	ESOS Standards 2018 – Standard: 8.9.1;  Standards for RTOs 2015 – Standard: 1.11; 1.11(a)i; 1.11(b)1; 1.25; 1.26; 1.5; 1.6; 1.7; 1.8; 1.9; 2.2(b); 3.1; 5.2(d); 5.2(e)ii;
Legislation or other requirements	National Vocational Education and Training Regulator Act 2012

## Purpose

This policy and the related procedures detail how ALIT examines the development and maintenance of industry-defined qualifications.

The ALIT examines the approach to the development and maintenance of industry-defined qualifications and units of competency to ensure:

- industry has avenues to contribute to the development of the qualifications;
- feedback from employers is considered in the development process;
- qualifications retain their national character and offer maximum benefit for qualification holders in pursuing their career objectives;
- that qualifications meet relevant quality standards; and
- the process represents value for money for VET stakeholders and governments through streamlined processes.

## Objective

The objective of this Policy and Procedure for ALIT is to ensure that ALIT:

- has suitable and appropriate mechanisms in place for the development and maintenance of industry-defined qualifications and units of competency

- policy framework supports the development and maintenance of industry-defined qualifications and units of competency
- personnel know their responsibilities and obligations
- ALIT follows “Policy on creating Training and Assessment Strategies” to ensure systematic and structured processes for developing training and assessment strategies for existing and newly added qualifications;
- when an existing qualification is offered to a new client group, ALIT will endeavour to determine the specific needs of the group and design a program of study to suit their needs.
- where an existing qualification has transitioned to a new version, ALIT will implement its transition to training packages policy. For more Information, please refer to the Transition and Teach out Policy.
- academic standards are met for all courses offered by the ALIT.
- ensure that proposals for new qualifications, and new and changed courses receive early scrutiny by senior management with full consideration given to implications for the ALIT.
- ensure that new and changed courses, whether initiated from within ALIT or externally, are fully considered, integrated and approved prior to promotion and students being enrolled.
- ensure that consistency is maintained in the provision of academic information.
- ensure all developed qualifications, course structure and training and assessment strategies are compliant with the VET Quality Framework (VQF) and, also meet the requirements of the industry.

For the purposes of this policy, the term “ALIT” refers to the registered training organisation.

#### Scope

- The CEO of The ALIT are responsible for the management of this policy in conjunction with the, CEO.
- All members of staff are responsible for the effective operation and implementation of this policy and procedure.

#### Policy Statement: Our Commitment

ALIT is committed to maintaining compliance with all regulatory, legislative and contractual requirements.

Specifically, we will:

- Ensure that all relevant staff have access to the policy
- Ensure staff know their obligations and responsibilities
- Ensure ALIT has suitable and appropriate mechanisms in place for the development and maintenance of industry-defined qualifications
- Ensure ALIT’s policy framework support the development and maintenance of industry-defined qualifications
- Ensure ALIT’s personnel know their responsibilities and obligations for the development of the qualifications
- Ensure staff know their limitations

## General Processes

Policy aspect	ALIT Implementation
Development of new qualifications	<p>Proposals for potential new qualifications will be identified in a variety of ways e.g.:</p> <ul style="list-style-type: none"> <li>• Market intelligence provided by ALIT staff</li> <li>• Individual Industry Skills Councils/ Skills Service Organisations (SSOs) and Industry Reference Committees (IRCs)</li> <li>• Suggestions received through ALIT’s management and other stakeholders</li> <li>• Suggestions by the ALIT’s Management</li> <li>• Request from the Industry</li> <li>• External curriculum development groups and meetings</li> <li>• External strategic and partnership groups and meetings</li> <li>• Changes to the training packages</li> </ul>
Compliance, monitoring and review	<p>Continuing registration as an ALIT and approval and delivery of VET qualifications and training products requires ALIT to continuously meet ASQA requirements and nationally endorsed quality standards, including those endorsed by the management committee and documented in national training packages.</p> <p>Management committee and its sub-committees are responsible for approving ALIT VET qualifications and training products and any subsequent amendments to ALIT’s scope of registration.</p> <p>Management committee and its sub-committees are responsible for managing the academic governance of VET qualifications and training products and establishing quality assurance mechanisms to ensure compliance with national vocational education and training legislation,</p>

	ASQA requirements and nationally endorsed quality standards for vocational education and training.
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## Procedures

PLAN A COURSE			
	Step	Responsibility	Required documentation
1.	Refer to the relevant Training Package and Purchasing Guide.	CEO	Training Packages (available from <a href="http://www.Training.gov.au">www.Training.gov.au</a> or ALIT's website) Purchasing Guide
2.	Plan industry engagement strategy	CEO	Industry engagement strategy and consultation Register
3.	Refer to core Units of Competency and electives.  Note: selection has already occurred to register the course.	CEO	Training Packages Purchasing Guide
4.	Refer to the <i>Training and Assessment Strategy [TAS]</i> course set up forms.  Typically, the ALIT's Training and Assessment Strategy (TAS) includes sections drawn from the following:  a. The qualification code and name. b. Program name, if different from qualification name. c. AQF requirements.	CEO	<i>Training and Assessment Strategy [TAS]</i>  <i>Fees information</i>



<ul style="list-style-type: none"><li>d. Program aims and outcomes.</li><li>e. The characteristics of client or target group.</li><li>f. Purpose of the training and assessment.</li><li>g. Relevant units of competency (core and elective).</li><li>h. Duration of the program.</li><li>i. Any specific entry requirements (may include age, pre and/or co-requisites).</li><li>j. Summary of the rules for packaging units (for a qualification).</li><li>k. Learning and assessment pathways.</li><li>l. Structure and sequence of the learning and assessment.</li><li>m. Modes, methodologies and materials to be used for training and assessment.</li><li>n. Who is qualified to provide training and assessment in the program?</li><li>o. Mapping of trainer and assessor vocational experience to units of competency in the program.</li><li>p. Other resource requirements Language Literacy and Numeracy (LLN) considerations for entry into and completion of the program.</li></ul>		
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	<p>q. Where learners may enter and exit the program.</p> <p>r. Processes for validation and moderation of the quality of the training and assessment.</p> <p>s. How industry consultation has been used in development of the training and assessment strategy.</p> <p>t. Mapping of the units of competency to the assessment tools.</p> <p>Development of the training and assessment strategy is time consuming and detailed work, and must be undertaken with extreme care.</p>		
<p><b>5.</b></p>	<p><b>Existing Qualifications</b> ALIT will consider the needs of its client groups to determine the following:</p> <p>a. The units to be delivered.</p> <p>b. The packaging rules to be followed.</p> <p>c. AQF pathways into and out of the qualification.</p> <p>d. RPL and CT opportunities.</p> <p>e. A rationale for unit selection.</p> <p>f. Vocational needs of the client group – e.g. If they need any Business or IT units.</p>	<p>CEO</p>	<p><i>Training and Assessment Strategy [TAS]</i></p> <p><i>Fees information</i></p>

	<ul style="list-style-type: none"> <li>g. Reasonable adjustments required.</li> <li>h. Special requirements of clients.</li> <li>i. Accessibility requirements of clients.</li> </ul>		
<b>6.</b>	<p><b>Transitioning qualifications</b></p> <p>Upon release of the revised Training Package qualification – ALIT will prepare a report on the transition arrangements. This report will include:</p> <ul style="list-style-type: none"> <li>a. Equivalence of new qualification.</li> <li>b. Equivalence of units of competency.</li> <li>c. Status of participants with ALIT.</li> <li>d. Purchasing guide information (as available).</li> <li>e. Planned industry consultation.</li> <li>f. Timeline for the redevelopment of courseware.</li> <li>g. AQF pathways into and out of the qualification.</li> <li>h. RPL and CT opportunities.</li> </ul>	CEO	<p><i>Training and Assessment Strategy [TAS]</i></p> <p><i>Fees information</i></p>
<b>7.</b>	<p><b>New qualification</b></p> <p>Prior to the development of any qualification being undertaken, a Qualification Summary Document is</p>	CEO	<p><i>Training and Assessment Strategy [TAS]</i></p> <p><i>Fees information</i></p>



	<p>developed. This document will include, at a minimum:</p> <ol style="list-style-type: none"> <li>a. The units to be delivered.</li> <li>b. The packaging rules to be followed.</li> <li>c. A rationale for unit selection.</li> <li>d. The delivery methodology to be followed, e.g. classroom, distance.</li> <li>e. The target group for the qualification</li> <li>f. AQF pathways into and out of the qualification</li> <li>g. RPL and CT opportunities</li> <li>h. The specific points of difference between ALIT proposed delivery and those being undertaken in the marketplace currently.</li> <li>i. This document will go through initial consultation with industry and feedback will be sought. This feedback will be used to inform development of the qualification.</li> </ol>		
<p><b>8.</b></p>	<p>ALIT must demonstrate that all components of the training package (or VET accredited course) are addressed</p>	<p>CEO</p>	<p><i>Training and Assessment Strategy [TAS]</i></p> <p><i>Fees information</i></p>

	<p>when planning assessment and designing assessment tools. They include:</p> <ul style="list-style-type: none"> <li>a. Assessment guidelines</li> <li>b. Employability skills or key competencies</li> <li>c. Units of competency, including</li> <li>d. Elements</li> <li>e. Performance criteria</li> <li>f. Range statement</li> <li>g. Evidence guides</li> </ul>		
9.	<p><b>Prepare</b> a unit delivery folder, confirming requirements using the <i>Course document checklist</i>.</p>	CEO	Unit Delivery Folder
10.	<p><b>Develop</b> or review course resources using ALIT standardised proformas and forms.</p>	CEO	<p><i>Student Assessment pack</i></p> <p><i>Assessor Pack</i></p> <p><i>Mapping</i></p>
11.	<p><b>Initial validation</b> Following the development of the Training and Assessment Strategy initial validation will be undertaken as described in the validation policy.</p> <p>The results of this validation will be considered and incorporated into the Training and Assessment Strategy. This</p>	CEO	<i>Validation forms</i>

	<p>will involve considering the feedback, proposing changes which can be made to assessment tools, learning tools or the training and assessment strategy, and working out how best to incorporate those changes. This will be undertaken by a team including both trainers and management.</p> <p>Any changes made because of this process will be recorded.</p>		
12.	<p><b>External validation</b></p> <p>Following completion of the initial validation, the first external validation will be conducted as described in the validation policy.</p> <p>The results of this validation will be considered and incorporated into the Training and Assessment Strategy.</p> <p>This will involve considering the feedback, proposing changes which can be made to assessment tools, learning tools or the Training and Assessment Strategy, and working out how best to incorporate those changes. This will be undertaken by a team including both trainers and management.</p>	CEO	<i>Validation forms</i>

	Any changes made because of this process will be recorded.		
13.	<b>Upload</b> electronic documents to relevant location.	CEO	
14.	<b>To finalise</b> ASQA application provide all documents for units of competency as requested.  <i>If an application for extension to scope is required it will be made at this stage, following initial validation.</i>	CEO	
15.	<b>Complete</b> timetables.	CEO	<i>Timetable</i>
16.	<b>Coordinate</b> staffing with qualified trainers and assessors where possible.	CEO	
17.	<b>Verify</b> trainer and assessor competence and documentation in the TAS.	CEO	<i>Training and Assessment Strategy [TAS] Trainer and Assessor Register</i>
18.	<b>Implement</b> and document direct <b>supervision</b> arrangements for trainers who do not yet have the required qualifications.	CEO	<i>Training and Assessment Strategy [TAS] Sign-off required on assessment feedback</i>
19.	<b>Organise</b> room bookings for delivery.	CEO	
20.	Confirm course set up via return email.	CEO	<i>Email Template</i>
21.	If the course is being delivered by a Partner Provider:	CEO	<i>N/A</i>

	<b>Refer to the Partner Provider Procedure</b>		
<b>22.</b>	<p><b>Plan</b> promotion and marketing:</p> <ul style="list-style-type: none"> <li>• <b>Review</b> previous marketing plans.</li> <li>• <b>Complete</b> a new marketing plan in consultation with the Marketing Department.</li> <li>• <b>Ensure</b> that the information on the public website is accurate.</li> <li>• <b>Ensure</b> printed information is accurate.</li> <li>• <b>Discuss</b> additional marketing and promotion requirements with the marketing department.</li> <li>• <b>Promote</b> the course including course information sessions.</li> </ul>	CEO	<p>Course brochures</p> <p><i>Fees information</i></p>
<b>23.</b>	<p><b>Source</b> Vendor learning resources where possible</p> <p>At this stage ALIT will ensure that all resources required by the Training and Assessment Strategy are retained. This includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>a. Learning resources such as textbooks or online products.</li> <li>b. Assessment resources.</li> <li>c. Access to appropriate facilities.</li> <li>d. Access to required equipment, tools and plant.</li> </ol>	CEO	<p>Text books, workbooks, videos, podcasts, graphics etc.</p>

	<p>e. Appropriate training and assessment staff.</p> <p>f. Access to simulated work environments if they are to be used.</p>		
<b>24.</b>	<b>Upload</b> the training and assessment strategy to staff portal and provide one copy to trainer/assessor and relevant ALIT staff.	CEO	Staff portal

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