



## **Australian Leading Institute of Technology**

RTO Code: 45156

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## No.4.1.4: Training and Assessment Standards 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	Standards for RTOs 2015 – Standard: 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.8; 1.9; 1.10; 1.11; 1.12; 1.13; 1.22; 1.23;
Legislation or other requirements	National Vocational Education and Training Regulator Act 2012

### Purpose

The purpose of this policy and procedure is to outline the commitment of ALIT in:

- Providing high-quality training services by using approaches to training and assessment that are of best practice standard in the Vocational Education and Training (VET) sector within Australia.
- Aim to provide job-ready graduates who are appropriately trained to the level expected by the industry.
- Define the principals of the Delivery and Assessment Plan related to each qualification on the scope of registration and delivered by ALIT.
- Providing consistent, best practice in education, training and assessment
- Delivering training and assessment at ALIT is in accordance with the principles and parameters of the Australian Qualifications Framework (AQF)
- Ensure all assessments comply with the Assessment Guidelines in Nationally Endorsed Training Packages and/or State accredited curricula

- Ensure 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 Accredited Curricula
- Ensure compliance with the requirements of the Australian Skills Quality Authority (ASQA) Guidelines for Registered Training Organisations (ALIT)
- Ensure compliance with the audit requirements of the Australian Skills Quality Authority (ASQA) and other regulatory bodies.
- Promote continuous improvement in education, training and assessment practice.

### **Objective**

The objectives of this Policy and Procedure are that ALIT:

- has suitable and appropriate mechanisms in place for assessment recording and judgements
- policy framework supports the training and learning activities
- personnel know their responsibilities and obligations

### **Scope**

This policy applies to all nationally accredited courses, or components of courses, listed on the ALIT's Scope of Registration.

## General Processes

Items and Roles	Process	Comments
Staff	<p>All ALIT staff involved in the training and assessment of VET courses must be able to demonstrate that they:</p> <ul style="list-style-type: none"> <li>• have the required training and assessment competencies as determined by the NSSC or its successors (currently TAE40116), and</li> <li>• have relevant training and assessment strategies, practices and resources related to the outcomes of industry engagement</li> <li>• have the applicable vocational competencies at least to the level being delivered or assessed, and</li> <li>• can demonstrate current industry skills directly relevant to the training/assessment being undertaken and continuously develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.</li> </ul> <p>To deliver the training and assessment credential specified in Item 1 or Item 2 of Schedule 1, or any assessor skill set from the Training and Education Training Package (or its successor), the ALIT must ensure all trainers and assessors delivering the training and assessment:</p> <ul style="list-style-type: none"> <li>• hold the training and assessment credential specified in Item 7 of Schedule 1; or</li> </ul>	<p>The process for selecting, recruiting, inducting and assessing staff is given in Policy - Staff Recruitment and Appraisal Policy. Where a member of staff is recruited that cannot meet the requirement outlined in the Staff Recruitment and Appraisal Policy, then they must be supervised while assessing students. They should also embark on training themselves to make up this shortfall. See Policy - Training Supervision.</p>

	<ul style="list-style-type: none"> <li>• work under the supervision of a trainer that meets the requirement set out in a) above.</li> </ul> <p>The ALIT must ensure that any person working under supervision:</p> <ul style="list-style-type: none"> <li>• does not determine assessment outcomes</li> <li>• holds the following: <ul style="list-style-type: none"> <li>○ on or prior to 31 March 2019, the training and assessment credential specified in Item 1 or Item 2 of Schedule 1; or</li> <li>○ on or after 1 April 2019, the training and assessment credential specified in Item 2 of Schedule 1.</li> </ul> </li> </ul>	
Facilities	<p>ALIT will ensure that the facilities provided will meet or exceed the requirements of the training package.</p> <p>For theory classes, these will be provided in classrooms that are adequately resourced for general tuition. This is to include a number of seats and desk space, whiteboards, data projectors (if required), trainer’s desk and chair and any other aids defined in the training package.</p>	<p>For practical classes, the facilities must match or exceed the specific requirements of the Training Package. Often this will cover a “simulated workplace”. ALIT will make every attempt to simulate as closely as possible a real live workplace. Reference should be made to the industry advisors to ensure the match and the currency of the environment.</p>



Timing	<ul style="list-style-type: none"><li>· The training and assessing time should not exceed 8 hours in any day.</li><li>· Classes will not start before 8.00 a.m. or go beyond 10.00 p.m. on any day.</li></ul>	
Safety	<p>ALIT will assess each campus before courses being conducted to cover safety:</p> <ul style="list-style-type: none"><li>· in the classroom and other facilities</li><li>· Regarding any simulated training conditions</li><li>· Regarding access to the premises, especially after dark and at weekends – please speak to CEO and CEO of ALIT.</li></ul>	
Equipment	<p>As with the facilities and specific equipment required must match the requirements of the training package and must be currently used in the industry. All equipment must be checked for safety and should be cycled in line with the asset register requirements for this equipment by campus operations, ALIT. Thus, the life of the equipment will be determined, by its quality, its amount of use (and thus wear and tear) and its currency.</p>	



Delivery	<ul style="list-style-type: none"><li>· All qualifications are made up of many Units of Competency.</li><li>· Dependent upon the student's enrolment they may undertake just a single unit through multiple Units of Competency that cover one or more qualifications.</li><li>· Each unit should have a standard structure that defines what is to be taught, how it is to be taught (including sequence and timings) and how it is to be assessed.</li><li>· The registered provider must facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having and implementing documented processes for supporting and maintaining contact with overseas students undertaking online or distance units of study.</li><li>· A registered provider must not deliver a course exclusively by online or distance learning to an overseas student</li><li>· A registered provider must not deliver more than one-third of the units (or equivalent) of a higher education or VET course by online or distance learning to an overseas student</li><li>· A registered provider must ensure that in each compulsory study period for a course, the overseas student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.</li></ul>	
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	<ul style="list-style-type: none"> <li>· The ALIT's training and assessment practices are relevant to the needs of industry and informed by industry engagement</li> <li>· The purpose of the above structure is to ensure consistency of delivery by one or more trainers/assessors.</li> <li>· This is not meant to stifle trainer creativity and quality examples. Instead to ensure that all of the requirements of the Training Packages are met. Trainers will add value by applying their industry and worldly experience to customise training delivery to the client group, embellish, underline and clarify any points in the core structure.</li> </ul>	
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<p>Assessment</p>	<ul style="list-style-type: none"> <li>· Assessments will be conducted strictly by the requirements of the Training Package.</li> <li>· Assessors are not at liberty to alter the assessments approved by ALIT. For changes and improvements see Validation and Moderation below.</li> </ul> <p>Assessors are expected to outline to the students:</p> <ul style="list-style-type: none"> <li>· At the beginning of the unit how many assessments there are, when they will be assessed and how students are to behave – i.e. collaboration, closed book, project work etc.</li> <li>· As each assessment is scheduled, the assessor should walk the students through the task and how it is to be assessed and expected outcomes (based on the unit to be delivered).</li> <li>· During the assessment, the assessor is to support the students in any way possible without compromising the objectivity of the process or giving an unfair advantage.</li> <li>· For a detail steps on assessment see Assessment Recording Policy.</li> </ul>	
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<p>Training</p>	<p>The ALIT determines the amount of training they provide to each learner with regards to:</p> <ul style="list-style-type: none"> <li>• the existing skills, knowledge and the experience of the learner</li> <li>• the mode of delivery</li> <li>• where a full qualification is not being delivered, the number of units being delivered as a proportion of the full qualification.</li> </ul>	
<p>Seeking approval from the ESOS agency for full-time course registration</p>	<p>In applying to register a full-time course at a location, a provider must seek approval from the ESOS agency, including through the relevant designated State authority if the provider is a school, for the following:</p> <ul style="list-style-type: none"> <li>• the course duration, including holiday breaks</li> <li>• modes of study, including online, distance or work-based training</li> <li>• number of overseas students enrolled at the provider, within the limit or maximum number approved by the ESOS agency for each location</li> <li>• arrangements with other education providers, including partners, in delivering a course or courses to overseas students.</li> </ul>	



In seeking approval, the provider must demonstrate any matters requested by the ESOS agency, including through the designated State authority if the provider is a school, which may include but are not limited to the following:

- the expected duration of the course does not exceed the time required to complete the course on the basis of full-time study – for VET courses, this is a minimum of 20 scheduled course contact hours per week unless specified by an accrediting authority
- the expected duration of the course includes any holiday periods or any work-based training
- any work-based training to be undertaken as part of the course is necessary for the student to gain the qualification and there are appropriate arrangements for the supervision and assessment of students
- the course is not to be delivered entirely by online or distance learning
- the provider and any partner they engage to deliver a course or courses to overseas students has adequate staff and education resources, including facilities, equipment, learning and library resources and premises as are needed to deliver the course to the overseas students enrolled with the provider
- the maximum number of overseas students proposed by the provider for the location reflects the appropriateness of

	the staff, resources and facilities for the delivery of the course.	
Licensing requirements	<ul style="list-style-type: none"> <li>Some Training Packages require that the ALIT work with the licensing authority or regulator. ALIT will ensure that it obtains full approval from the body in accordance with rules set down in the training package.</li> </ul>	
Legislation and regulatory requirements	<ul style="list-style-type: none"> <li>All training packages will refer to one or more pieces of legislation or regulations. These are usually defined in the training package. It is the responsibility of all the trainers of that qualification to keep up to date with current legislation.</li> <li>As a part of the audit process, the list of legislation and or regulations related to all training packages will be annually reviewed to check currency, superseded legislation and or new legislation that has been enacted. Any changes identified will become items in the Continuous Improvement Register for updates to be completed in the training and/or assessment material.</li> </ul>	



<p>Recognition of Prior Learning (RPL)</p>	<p>ALIT will provide in each qualification package an RPL kit. This kit is to define how an assessor may award an applicant RPL (or not). It should be a vehicle that sets out to the applicant the type of evidence required and how to get it.</p> <p>The assessor is to work with the student to help clarify responses to assesses and whether there is sufficient evidence.</p> <p>If the applicant does not satisfy the assessor, the applicant will then be offered the option to enrol. The applicant may also choose to appeal the decision.</p>	
<p>Validation practices</p>	<p>To ensure that all qualifications offered and assessed by ALIT are of high quality, ALIT undertakes validation of all material presented and assessed for any given Units of Competency.</p> <p>The PEO will draw up a review list to ensure that all Units of Competency are cycled through and reviewed. This cycle should be a maximum of 5 years, but in practice should be more frequent.</p> <p>In addition, completed assessments are also moderated internally and externally. This process is to ensure that there is consistency across different groups of students and or assessors within ALIT and also consistency across different groups from different organisations. The process for Validation briefly is that there is an implemented systematic validation of assessment practices for:</p>	



	<ul style="list-style-type: none"><li>• when assessment validation will occur</li><li>• which training products will be the focus of validation</li><li>• who will lead and participate in the validation process</li><li>• how the outcomes of the process will be documented and acted upon on.</li></ul> <p>The ALIT systematically monitors the ALIT’s training and assessment strategies and practices to ensure ongoing compliance with Standard 1. The ALIT also, systematically evaluates and uses the outcomes of the evaluations to continually improve the ALIT’s training and assessment strategies and practices.</p> <p>To deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the ALIT must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).</p>	
Industry Input	During the development of qualifications and during the life of the qualification industry input is sought to ensure alignment with local industry needs and currency.	



Transition Planning	<p>As courses become outdated, they are revised and updated. During this process some Units of Competency are changed, some removed, and some added and new version of a qualification released.</p> <p>ALIT subscribes to various information sources to be advised when this will happen. For example:</p> <ul style="list-style-type: none"><li>· Training Packages @work</li><li>· Relevant Industry Skills Councils</li><li>· Relevant State Industry Training Boards</li><li>· Relevant State Curriculum Maintenance Managers</li><li>· Licensing Line.</li></ul> <p>Once notification is received ALIT will build a Transition Plan. This will be different for each qualification, but will cover:</p> <ul style="list-style-type: none"><li>· Scope of changes</li><li>· List of Units of Competency currently delivered that will remain current</li><li>· List of Units of Competency that have been deleted</li><li>· List of Units of Competency that have been substantially modified</li><li>· Plan to right new units and build new material for the new qualification</li><li>· Plan to have material externally validated by industry</li><li>· Time to notify regulator</li></ul>	
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	<ul style="list-style-type: none"> <li>· Plan for existing students which may cover migration/transition, continue on old qualification</li> <li>· Communication plan and agreement with students</li> <li>· De-commissioning old qualification including removing from scope.</li> <li>· The plan will be built and implemented within 12 months of the notification.</li> </ul>	
Up-to-date with licensing and regulatory requirements	ALIT's staff portal is regularly updated with all current licensing and regulatory requirements.	



<p>Document management and results recording</p>	<ul style="list-style-type: none"> <li>· This is to be submitted to administration after completion of assessments</li> <li>· Administration is to record this data in the Student Management System (SMS)</li> <li>· All student completed scripts are to be stored for a minimum of 2 years following completion of the assessment (this can be in scanned format)</li> <li>· In addition, the original version of the assessment and model answers shall be stored so that the student's work can be compared to the instructions and questions given at the time.</li> </ul>	
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### Procedures

Procedures are provided with the general processes.

**Version Control:**

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