

VET TRAINING AND ASSESSMENT POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures outline Sage College Australia's 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 Sage College Australia's Quality Assurance Policy and Associated Practices.

INDUSTRY CONSULTATION

Sage College Australia's training and assessment practices and strategies are informed by industry engagement.

Sage College Australia implements a range of strategies for industry engagement to ensure that its practices and strategies are relevant to industry.

Sage College Australia uses the outcome of industry engagement to inform its training and assessment strategies and practices.

RESOURCING

Sage College Australia ensures that it is sufficiently resourced through:

- ensuring sufficient and qualified trainers and assessors to provide training and assessment to students

- ensuring that industry experts working alongside trainers and assessors during training and assessment are individuals who have relevant specialised industry or subject matter expertise. This means they must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided
- 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

Sage College Australia 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.

Sage College Australia 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.

RECOGNITION OF PRIOR LEARNING

Sage College Australia offers RPL to all learners.

Sage College Australia uses an RPL Tool Assessor Guide and an RPL Tool Candidate Guide for each unit of competency to conduct RPL.

TRANSITION OF TRAINING PRODUCTS

Sage College Australia 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 Sage College Australia's behalf will be required to enter into a third-party agreement with Sage College Australia.
- Sage College Australia 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 Sage College Australia's 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 Procure all the resources required for the implementation of the TAS, including:
 - Identifying appropriate learning and assessment resources and procuring these following appropriate due diligence checks or developing learning and assessment resources internally.
 - Using the equipment and resources checklist as relevant to each training product to guide procurement of equipment.
- 1.5 Identify suitable strategies for industry engagement. For new courses, this will include:
 - completion of industry surveys with industry experts – these will generally be conducted face to face or over the phone. The results of the surveys will be recorded in the industry survey form and the expert will be required to sign off on the form
 - an industry research report – this will be developed to identify key skills needs and trends that need to be reflected in the TAS

- ongoing engagement – for example, staff members' ongoing interactions with industry experts or their engagement with key information sources (such as webinars) that inform training and assessment practices. These will be documented in the industry consultation register
 - any other input as relevant.
- 1.6 Complete industry engagement as per the strategies identified above and review the feedback from industry engagement and document in the Industry Consultation Register. The review should identify key issues from the industry engagement and actions required to update training and assessment strategies and practices.
 - 1.7 Review the feedback from industry engagement and document in the Industry Consultation Register.
 - 1.8 Update TAS and other associated documentation accordingly.
 - 1.9 Organise scheduling of all training products.
 - 1.10 As relevant, submit an application for change of scope to RTO registration on ASQAnet following the instructions within ASQAnet and providing required evidence.
 - 1.11 Regularly review TAS as per Sage College Australia's Quality Assurance Policy and Associated Procedures.
 - 1.12 Conduct ongoing industry engagement including:
 - meeting with work placement providers to seek their input into training and assessment strategies and practices
 - ongoing industry research – documented in a research report
 - organising industry focus groups annually. These will include small groups of industry stakeholders who will meet as a group to discuss a range of issues relating to training and assessment strategies and practices.

2. PROVIDE QUALITY TRAINING

- 2.1 Quality review learning resources using the Learning Resources Quality Review Tool prior to use to ensure they meet the requirements of the unit of competency and can ensure quality training.
- 2.2 Deliver training using the provided learning resources and following the instructions included in the assessment tools.
- 2.3 Include an industry expert as part of the training delivery as required. For example, to provide a guest lecture on a specific area related to the trainer.
- 2.4 Provide feedback on learning resources as required to ensure continuous improvement.

3. MANAGE ASSESSMENT SYSTEM

- 3.1 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.
- 3.2 Conduct assessment using provided assessment tools and following the instructions included in the assessment tools.
- 3.3 Include an industry expert as part of the assessment as required. For example, to provide expert feedback as part of a process or observation included in the assessment.
- 3.4 Mark completed student work following the instructions in the assessment tools.
- 3.5 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.
- 3.6 File completed student assessment items for at least six months following completion.
- 3.7 Archive or delete/shred completed student assessment items after six months following completion.

4. CONDUCT RECOGNITION OF PRIOR LEARNING (RPL)

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

5. CONDUCT ASSESSMENT VALIDATION

- 5.1 Develop a validation plan using the Validation Schedule template and noting that each training product will be validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the our scope of registration, including those risks identified by ASQA.

The Validation Schedule must include:

- The training products that will be the focus of the validation.
- The date of the validation for each training product (to be added once student enrolments commence).
- Who will lead and participate in the validation noting that the validation team will collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated
- current knowledge and skills in vocational teaching and learning; and
- the training and assessment credential specified in Item 2, or Item 5 of Schedule 1 of the SRTOs 2015.

It is also noted that validation may be undertaken by persons involved in the delivery and assessment of the training product being validated, as long as they are not solely responsible for determining the outcomes of validation.

- 5.2 Organise the validation team as per the Validation Schedule requirements. This means selecting team members and inviting them to participate in the validation process, as well as securing their agreement to participate.
- 5.3 Make arrangements for the validation and notify validation team members.
- 5.4 Conduct validation for each unit as per the Validation Schedule and using Sage College Australia's Validation Tool.
- 5.5 Record the findings of the validation within the Validation Tool and Validation Schedule.
- 5.6 Update assessments/reassess students based on validation findings.
- 5.7 Record findings on the Continuous Improvement Register.

6. MANAGE TRANSITION OF TRAINING PRODUCTS

- 6.1 Develop a transition plan 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.
- 6.2 Implement the transition plan.

7. MANAGE THIRD PARTIES RESPONSIBLE FOR DELIVERY AND ASSESSMENT

- 7.1 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.

- 7.2 Provide third party agreement for signing to any third party deemed suitable following due diligence.
- 7.3 Conduct third party induction following signing of agreement.
- 7.4 Advise ASQA within 30 days of the agreement being signed via ASQAnet.
- 7.5 Monitor third party at agreed intervals.
- 7.6 Where third party monitoring or feedback from students indicates that the third party may not be meeting the terms of their agreement, immediately investigate the issue.
- 7.7 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.
- 7.8 Implement relevant corrective actions.
- 7.9 Monitor corrective actions as required to ensure they are implemented.
- 7.10 File all documentation associated with monitoring.

8. TERMINATE THIRD PARTY CONTRACTS

- 8.1 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.
- 8.2 Advise ASQA via ASQAnet of termination of the agreement and within 30 days of the agreement ending.

RESPONSIBILITIES

The Academic 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.