Quality Training & Assessment Policy & Procedure

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. It also strides to offer 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 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.
- 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.

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, V 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 within14 days of submission by the. 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 as 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.
- 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

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.

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. Refer to the *Quality Assurance Policy & Procedures* for further details.

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 12months 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.

- 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).

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.

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 RPL
POLICY & PROCEDURE Conducting Quality Assessments

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Quality Training & Assessment
Policy & Procedure

POLICY & PROCEDURE Assessment Validation and Moderation

POLICY & PROCEDURE Student Responsibilities

POLICY & PROCEDURE Grievances and Complaints

POLICY & PROCEDURE Student Records Management

SUPPORTING DOCUMENT Student Handbook

TEMPLATE Industry Consultation

TEMPLATE Individual Training Plan

TEMPLATE Group Training Plan

TEMPLATE Training & Assessment Strategy

TEMPLATE Facility, Resources & Equipment Checklist

TEMPLATE Assessor Marking Guide

TEMPLATE Qualification Mapping

TEMPLATE Assessment Guide

TEMPLATE Attendance Sheet

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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Student Experience Framework Step	Learning
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