1.0 **Purpose**

The purpose of this policy and procedure outline the methodology to develop training and assessment strategies, implementing a comprehensive training and assessment strategy, and to ensure that all training and assessment complies with the Australian Qualifications Framework (AQF) and the Standard 1 (Clauses 1.1 to 1.4) of the Standards for RTOs 2015.

2.0 **Responsibility**

The DOS/Training Manager is responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements.

3.0 **Policy Requirements**

RGIT will ensure that in developing and delivering training and assessment strategies for each of the training packages listed in scope of registration:

- Methods used to identify learning needs, and methods for designing training and assessment, are documented.
- The requirements of the Training Package or VET accredited course are met; including the endorsed components, being the units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements (Clause 1.1).
- All training package and VET accredited training and assessment complies with the requirements of the AQF.
- Each learner is enabled to meet the requirements for each unit of competency or module in which they are enrolled.
- The amount of training to be provided to each learner is determined by:
  - Existing skills, knowledge and experience of the learner.
  - The mode of delivery.
  - When a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification is considered (Clause 1.2).
- Core and elective units, as appropriate, are identified.
- For its complete scope of registration, and consistent with its training and assessment strategies, the RGIT has sufficient:
  - Trainers and assessors to deliver the training and assessment.
  - Educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment.
  - Learning resources to enable learners to meet the requirements for each unit of competency, which are accessible to the learner regardless of the location or mode of delivery.
  - Physical and/or virtual facilities and equipment available to accommodate and support the number of learners undertaking the training and assessment (Clause 1.3).
- Meet all the requirements specified in the relevant training package or VET accredited course. (Clause 1.4)

4.0 **Procedure**

a. Review individual training needs with the learner and identify appropriate training content, level duration and pathways (core and elective units). This is performed by talking with the learner and information collected on the enrolment/application form (see paragraph 5.2).
b. Conduct a pre-training review of each learner’s previous education and training and identify any RPL or National Recognition that may be applicable. This is currently embedded into the enrolment form through a number of vocational questions, literacy exercises and numeracy calculations.

c. RGIT will consider, and take into account, the need to allow learners to reflect on and absorb the knowledge, to practise skills in different contexts, and to learn to apply the skills and knowledge in the varied environments that the ‘real world’ offers, before being assessed. The process to achieve this is contained in the Training and Assessment Strategy (TAS) and is also represented in the duration and delivery structure of the course.

d. Assess language, literacy and numeracy (LLN) levels and requirements, referring learners to appropriate assistance if required. Generally, if a learner has previously completed VCE or a Certificate IV level qualification their language, literacy and numeracy could be assumed as sufficient unless the proposed qualification has high demands in numeracy and literacy. Education level is requested on the enrolment/application form.

e. Candidates without such qualification will be requested to undertake a language, literacy and numeracy test prior to enrolment or commencement of the course.

f. Enrol the learner in an appropriate course based on the learner training needs and each individual learner’s pre-training review and language literacy and numeracy levels, in consultation with each learner and their responses on their Learner Training Needs Evaluation and Learner LLN Evaluation.

g. Develop a Training and Assessment Strategy (TAS) for each course and training product on its scope. The training and assessment strategy will be tabled for approval at the Trainer’s Meeting for approval before being adopted. The TAS will be reviewed before commencing delivery and at least every 6 months, unless the training product has not been delivered during the previous 6 month period, in which case, it must be reviewed prior to the next delivery.

h. Each Training and Assessment Strategy (TAS), for every course, must address the following:
   • Training Product (Course) – including relevant course codes and name of course or units if not a complete course
   • All core and elective units or modules included in the course.
     o If a full qualification, the core and elective components will be identified in accordance with the structure defined in the training package or course.
     o Each elective must be identified so that planning may be processed for delivery variables.
     o Entry requirements must be identified and described
     o Pre-requisite units and other criteria must be identified and described
     o Identify and describe co-requisite units, co-delivered units, clustered units
     o State sequencing of delivery and assessment of units
   • Mode of delivery – e.g. face-to-face, on-line, workplace training, distance, mix modes
   • Entry requirements – Identify and state any mandatory requirements for learners to commence the programme: including qualifications, workplace experience, language & numeracy requirements, physical attributes, cognitive abilities, and any other ability or condition that may influence the learners ability to complete the training
Age requirements for acceptance into the training and assessment product; such as minimum age of 18 years

Duration and schedule – After an analysis of the learner cohort and review of the requirements of the training product, the training and assessment schedule will be determined and documented in the TAS. The duration and scheduling will consider the need for learners to fully gain and develop the skills and knowledge that the assessment will assess; allowing for variations of some cohorts due to specific learning needs.

Assessment resources, methods and timing – All resources that are specified in the training package or VET accredited course will be listed on the TAS. It will include how learners will have access to the resources to provide them with the best opportunity to complete their study. It will list:
  - the assessment resource(s)
  - assessment methods to be used
  - timing of assessment
  - any adjustments that may be needed to cater for different learner characteristics

Learning resources – The TAS will identify and record the learning resources that will be used to guide learners so that they can obtain and absorb the required knowledge and skills prior to assessment

Human resources – Qualified trainers and assessors who are available to deliver and assess each unit of competency level of the training product will be identified. This will be recorded either in the TAS or on a separate document.

Physical resources – Physical resources available and additional physical resources needed will be identified in the TAS for each unit of competency

Strategies for ‘stand-alone’ single units or skills sets – A strategy will be compiled for any stand-alone single units or skills sets as outlined above for full courses. It will identify any pre-requisite and/or co-requisites units, and describe the sequence of delivery and assessment. It will identify and describe any industry licences and/or accreditation required, any entry requirements and explain how learners can readily attain the desired outcome

Strategies for assessment only pathways – If the training strategy requires an assessment-only pathway, the TAS will include:
  - assessment methods, timing and resources
  - how issues will be addressed, such as the event that a learner does not achieve the competency
  - any specific requirements, such as minimum industry experience

Assessment attempts that learners may be allowed: two assessment attempts are allowed for each assessment before being considered not yet competent (NYC) and students will be required to re-enrolment into the unit or a course, and additional fees may apply. Details of additional requirements will be included in Assessment Information Student Assessment Information and in the TAS

Volume of learning is appropriate as per the AQF guidelines
Training & Assessment Strategy

Policy Procedure

• Industry Engagement
  i. The TAS will describe the volume of learning, as it complies with the Australian Qualifications Framework (AQF), according to the following table, or will outline the reasons that it is different (shorter or longer). Reasons might include:
  • the learner cohort may already have some of the skills and knowledge or be experienced in the area of training and assessment, and may need a shorter timeframe to acquire the skills and knowledge. In some instances, it might be appropriate to assess learners without delivering the material due to existing skills and knowledge.
  • the learner cohort may require a longer timeframe due to learning difficulties (such as, but not restricted to, physical disabilities, special learning needs, cognitive abilities, and/or language, literacy, numeracy abilities), or a need to absorb or practice skills or apply knowledge in the workplace
  • If the course is structured to be completed in a shorter time period than described in the AQF table below, a rationale will be described in the TAS that outlines how a specific learner cohort:
    o has the characteristics to achieve the required rigour and depth of training
    o can meet all of the competency requirements in a shorter timeframe
    o before being assessed, how learners will have time to reflect on and absorb the knowledge, to practice the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the ‘real world’ offers.

AUSTRALIAN QUALIFICATIONS FRAMEWORK VOLUME OF LEARNING INDICATORS

These indicators are considered to be a starting point only and many factors can affect the amount of training required.

<table>
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<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III 1</th>
<th>Certificate IV 2</th>
<th>Diploma</th>
<th>Advanced Diploma</th>
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<td>0.5 – 1 year</td>
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<td>1 – 2 years</td>
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<td>1.5 – 2 years</td>
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Hours above are sourced from the AQF ‘Volume of Learning: An Explanation’

1. Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.

2. Certificate IV qualifications are often either:
   shorter duration specialist qualifications that build on existing skills and knowledge
   longer duration qualifications that are designed as entry level requirements for specific work roles.

Table sourced from User Guide - Standards for Registered Training Organisations 2015 Vs1.1 ASQA Publication Dec 2014
5.0 **Revision history**

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<th>Revision</th>
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