

## POLICY: TRAINING AND ASSESSMENT

<b>POLICY NUMBER:</b>	EIT01	<b>VERSION:</b>	4.0
<b>DATE ADOPTED:</b>	7 December 2020	<b>DATE LAST REVIEWED:</b>	21 July 2020
<b>DATE OF NEXT REVIEW:</b>	21 July 2021	<b>REVIEW FREQUENCY:</b>	Annually
<b>AUTHORISED BY:</b>	Academic Board	<b>REVIEWED BY:</b>	CEO, VET College Manager & Accreditation & Compliance Manager
<b>POLICY OWNER</b>	VET College Manager		
<b>DOCUMENT MANAGEMENT:</b>	W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedures		
<b>COMMUNICATION</b>	<p>All relevant staff will be automatically notified by email when the reviewed policy has been authorized.</p> <p>Staff will also be notified in regular team meetings. All meetings will be minuted.</p>		
<b>Policy context:</b> This policy relates to:			
<b>STANDARDS FOR RTOs 2015</b>	Standard One		
<b>LEGISLATION OR OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>National Vocational Education and Training Regulator Act 2011</li> <li>VET Quality Framework</li> </ul>		
<b>OTHER POLICIES</b>	<p>All EIT Overarching and Supplementary Policies</p> <p><i>Note: All EIT policies can be found in W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedures</i></p>		
<b>FORMS AND OTHER DOCUMENTS</b>	<ul style="list-style-type: none"> <li>Student Questionnaire</li> <li>Employer Questionnaire</li> <li>Instructor Post- Delivery Module Feedback Form</li> <li>Learner &amp; Employer Survey (AQF)</li> <li>Trainer &amp; Assessor Induction Pack</li> <li>Admin Staff Induction Pack</li> <li>Student Induction</li> <li>Student Induction page in Moodle</li> <li>Student Online Enrolment process</li> <li>Management and Team Meeting Minutes</li> <li>EIT Student Handbook</li> <li>Training Package Documents</li> <li>Accredited Course Documents</li> <li>Training and Assessment Matrix (TAM)</li> </ul>		

	<ul style="list-style-type: none"> <li>• Training and Assessment Strategy (TAS)</li> <li>• Assessment Guidelines</li> <li>• Moodle</li> <li>• Staff Matrix (Admin &amp; Instructors)</li> <li>• Course Brochure</li> <li>• FAQ Document</li> <li>• TrussRTO</li> <li>• Position Descriptions</li> <li>• Instructor Contracts and Resume/CVs</li> <li>• Learning Plans</li> <li>• RPL forms</li> <li>• Industry Consultation Regarding: TAS</li> </ul>
<b>DEFINITIONS</b>	Refer to EIT Policy Glossary W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedures
<b>EVIDENCE</b>	See Internal EIT folders for locations of the above “Forms and Other Documents”

***Policy Information:***

<b>POLICY</b>	<p><b>EIT has in place comprehensive training and assessment strategies and practices that:</b></p> <ul style="list-style-type: none"> <li>• Meet the requirements of training packages and VET accredited courses;</li> <li>• Are responsive to industry and learner needs; and</li> <li>• Are delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment.</li> </ul>
<b>SCOPE</b>	This policy applies to all Vocational Education & Training (VET) staff and students
<b>PROCEDURES</b>	<p>EIT will achieve this policy by:</p> <ul style="list-style-type: none"> <li>• having in place a comprehensive training and assessment strategy (TAS) for each training package and VET accredited course delivered by EIT that : <ul style="list-style-type: none"> <li>○ meets the requirements of each unit of competency or module in which the learner is enrolled;</li> <li>○ includes volume of learning inline with the volume of learning indicators</li> </ul> </li> <li>• having facilities and equipment to accommodate and support the number of learners undertaking training and assessment.</li> <li>• being responsive to industry needs, ensuring training and assessment is: <ul style="list-style-type: none"> <li>○ relevant to the needs of industry;</li> <li>○ informed by industry engagement; and</li> <li>○ monitors emerging technology and regulatory</li> </ul> </li> </ul>

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	<p>requirements through;</p> <ul style="list-style-type: none"> <li>▪ gathering formal and informal feedback including, post-Module Instructor Feedback, student and employer progress questionnaires</li> <li>▪ Client Visits</li> <li>▪ Consultation with Engineers Australia</li> <li>▪ Use of Remote Labs</li> </ul> <ul style="list-style-type: none"> <li>• being responsive to learner needs and supporting them by: <ul style="list-style-type: none"> <li>○ providing support prior to enrolment or start of the course that assists the learner to choose the most appropriate course to meet their identified learning needs including: <ul style="list-style-type: none"> <li>▪ identifying particular requirements (such as literacy, numeracy, English language or physical capabilities) that learners would need to complete each course</li> <li>▪ developing strategies to provide support or advise students of support available, where gaps are identified</li> </ul> </li> </ul> </li> <li>• conducting effective assessment that: <ul style="list-style-type: none"> <li>○ complies with the assessment requirements of the relevant training package or VET accredited course</li> <li>○ is conducted in accordance with the Principles of Assessment and Rules of Evidence</li> <li>○ includes systematic validation of training products every five (5) years.</li> </ul> </li> <li>• employing appropriately qualified trainers and assessors who: <ul style="list-style-type: none"> <li>○ have current industry knowledge and skills;</li> <li>○ have current knowledge and skills in vocational training;</li> <li>○ undertake regular professional development.</li> </ul> </li> <li>• providing supervision to trainers, where needed, by determining: <ul style="list-style-type: none"> <li>○ that the individual holds the necessary relevant vocational competencies to the level being delivered and assessed</li> <li>○ that the individual has current relevant industry skills</li> <li>○ the level of supervision required</li> <li>○ any necessary requirements, conditions and restrictions</li> </ul> </li> <li>• ensuring transitions from superseded training products are managed.</li> </ul>
<p><b>PROCESS</b></p>	<p>See the following process maps:</p> <ul style="list-style-type: none"> <li>• Training &amp; Assessment - Stage 1 Planning</li> <li>• Training &amp; Assessment - Stage 2 Conduct</li> <li>• Training &amp; Assessment - Stage 3 Continuous Improvement</li> </ul>

END OF DOCUMENT