McGibbon Institute of Trade and Business

TRAINING AND ASSESSMENT POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures outline McGibbon Institute of Trade and Business's approach to ensure that high quality training and assessment is provided and which engages students and enables them to attain nationally recognised, industry relevant competencies.

This policy and associated procedures meet the requirements of Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, and 2.5 of the Outcome Standards for RTOs, as well as Standard 11 of the RTO Standards of Practice for Providers of Education and Training to

POLICY STATEMENTS

TRAINING

All training provided by McGibbon Institute of Trade and Business is consistent with the requirements of the training product.

McGibbon Institute of Trade and Business delivers training in the mode that will allow students to develop the required skills and knowledge consistent with the training product.

McGibbon Institute of Trade and Business provides training that is structured and paced in a way that helps students progress, giving them enough time for learning, practice, feedback, and assessment.

Training methods, activities, and resources are designed to engage students and enhance their understanding.

McGibbon Institute of Trade and Business ensures that where the training product requires work placements or other community-based learning, student will be able to gain the necessary skills and knowledge in that setting.

McGibbon Institute of Trade and Business develops and implements a range of systems and documentation to ensure that training is engaging, well-structured and enables students to attain skills and knowledge consistent with the training product including training and assessment strategies, session plans and work placement resources.

McGibbon Institute of Trade and Business's training and assessment practices and strategies are informed by industry engagement to ensure that training and assessment reflect current industry practices.

McGibbon Institute of Trade and Business identifies and then engages with relevant industry, employer and/or community representatives to seek their advice and feedback on training and assessment practices and strategies.

McGibbon Institute of Trade and Business uses this advice and feedback to inform changes to training and assessment practices and strategies.

ASSESSMENT

McGibbon Institute of Trade and Business implements an assessment system that ensures that assessment (including Recognition):

• Meets the requirements of the relevant training product.

• Is conducted in accordance with the Principles of Assessment and Rules of Evidence (see definitions in this document).

McGibbon Institute of Trade and Business reviews assessment tools prior to use to ensure assessment can be conducted consistent with the principles of assessment and rules of evidence. Assessment tools are updated as required based on the outcomes of the review.

McGibbon Institute of Trade and Business conducts assessment validation to meet the requirements of the Outcome Standards for RTOs.

McGibbon Institute of Trade and Business retains completed student assessment items for at least two years following the student·s completion of the training product.

FACILITIES, RESOURCES AND EQUIPMENT

McGibbon Institute of Trade and Business identifies and documents the facilities, resources and equipment required to deliver the training product, including which of these will be provided by McGibbon Institute of Trade and Business or third parties as relevant.

McGibbon Institute of Trade and Business has strategies in place to ensure:

- The ongoing suitability and safety of all facilities, resources and equipment.
- That students have access to all of the facilities, resources and equipment required to participate in training and assessment.

McGibbon Institute of Trade and Business identifies and manages risks associated with facilities, resources and equipment used for work placements, or other community-based learning.

LEARNING ENVIRONMENT

McGibbon Institute of Trade and Business ensures that the learning environment provided promotes and support the diversity of all students. McGibbon Institute of Trade and Business identifies and implements strategies to foster a safe and inclusive learning environment for all students, as well as a culturally safe learning environment for First Nations people.

TRANSITION OF TRAINING PRODUCTS

McGibbon Institute of Trade and Business 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 that deliver training and assessment on behalf of McGibbon Institute of Trade and Business must enter into a written third-party agreement with McGibbon Institute of Trade and Business.

- McGibbon Institute of Trade and Business will monitor services provided by third parties to ensure compliance with the Outcome Standards for registered training providers.

- Education agent arrangements are addressed by the Marketing Policy and Associated Procedures.

1. DEVELOP TRAINING AND ASSESSMENT STRATEGIES

(TAS)

1.1 Identify suitable training products for inclusion on McGibbon Institute of Trade and Business's scope through research of workforce and target client needs. Document this research as a form of industry engagement.

1.2 Develop a training and assessment strategy using the 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 requirements, including meeting the requirements of the training product, utilising a suitable mode of delivery, providing sufficient time for instruction, practice, feedback and assessment, and utilising a suitable environment for work placements or other community-based learning.

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. See also the required actions under 3 and 4 about providing quality training and managing the assessment system.
- Identifying all facilities, equipment and resources required and procuring these accordingly.
- Developing and completing a resources checklist that identifies all facilities, equipment and resources that the RTO will provide and the quantity of each as relevant. The resources checklist is developed based on the requirements specified in the assessment conditions for each unit of competency.
- Developing and completing an additional resources checklist that identifies all the facilities, equipment and resources that a third party (such as an employer or facility hirer) will provide and the quantity of each as relevant. The resources checklist is developed based on the requirements specified in the assessment conditions for each unit of competency.
- Identifying and documenting equipment and resources that students need to provide and providing this advice in course information for students. 1.5 Complete all actions associated with the Training and Assessment Strategy including identifying and procuring all the resources required and engaging with industry.
- 1.7 Review TAS as per McGibbon Institute of Trade and Business's Quality Assurance Policy and Associated Procedures and the process for ongoing industry engagement as outlined below.

2. ENGAGE WITH INDUSTRY

2.1 Identify suitable strategies for industry engagement for new courses and develop an industry consultation plan. This will generally 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.

2.2 Identify suitable strategies for ongoing industry engagement and include these in the industry consultation plan. This will generally include:

- 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.

2.3 Identify relevant industry employer and/or community representatives who can provide input into training and assessment strategies and practices by:

- Identifying suitable professional associations
- Identifying suitable businesses
- Networking at industry events to identify appropriate contacts

2.5 Update industry consultation plan with details of representatives who will be involved.

2.6 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.

2.7 Review the feedback from industry engagement and document in the Industry Consultation Register.

2.8 Update TAS and other associated documentation based on the industry advice and feedback provided.

3. PROVIDE QUALITY TRAINING

3.1 Quality review learning resources using the Learning Resources Quality Review Tool prior to use to ensure they meet the requirements of the training product, can ensure quality training to meet the requirements of the Outcome Standards for RTOs and support the diversity of students.

3.2 Use the learning resources to deliver training.

3.3 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.

3.4 Regularly seek feedback from trainers and assessors and students on learning resources to ensure continuous improvement.

4. MANAGE ASSESSMENT SYSTEM

Quality review assessments, including recognition tools as relevant, using the Assessment

4.1 Review Tool prior to use to ensure they meet the requirements of the training product and the principles of assessment and rules of evidence. Conduct assessment using assessment tools as documented in the TAS, including Recognition

4.2 tools as relevant, and following the instructions included in the assessment tools including recognition tools as relevant.

4.3 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.

4.5 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.

4.6 File completed student assessment items for two years following completion.

4.7 Archive or delete/shred completed student assessment items after two years following completion.

5. MANAGE FACILITIES, RESOURCES AND EQUIPMENT

5.1 Regularly review resources checklists to ensure they are up to date and accurate.

5.2 Add additional facilities, resources and equipment to the checklist as required.

5.3 Regularly seek feedback from trainers and assessors, students and employers on the suitability of facilities resources and equipment to ensure continuous improvement.

5.4 Complete inspections of the training facility as per the Health and Safety Policy and Associated Procedures.

5.5 Identify risks relating to work placements, or other community-based learning and include these on a risk register (see Governance Policy and Associated Procedures). As per the risk register, assess each risk and include strategies to manage the identified risks.

5.6 Identify suitable strategies for monitoring the suitability and safety of third party provision of facilities, resources and equipment. This may include:

- Requesting photos or a short video walkthrough of key areas where students are working/training.
- Participating in a meeting with the third party to seek up to date information on the student?s learning environment and any issues or concerns regarding facilities, resources and equipment.
- Seeking feedback from students and trainers and assessors of the learning environment and access to facilities, resources and equipment.

5.7 Document outcomes of monitoring as above in the Continuous Improvement Register.

6. MANAGE THE LEARNING ENVIRONMENT

6.1 Identify suitable strategies for promoting and supporting the diversity of students, including fostering a safe and inclusive learning environment for students and culturally safe learning environment for First Nations people. This includes:

- During orientation, informing students about the Student Code of Conduct and obligations relevant to diversity, safety and inclusivity. During induction, informing staff about policies and procedures relevant to diversity,
- safety and inclusivity.
- Requiring staff to complete short training modules relating to discrimination and harassment.
- Acknowledging country at the commencement of a course.
- Ensuring trainers and assessors complete ongoing professional development in inclusive teaching strategies.
- Providing support services as set out in the Student Support Policy and Associated Procedures.

6.2 Regularly seek feedback from trainers and assessors, students and employers on the learning environment in terms of whether it promotes and supports diversity to ensure continuous improvement.

6.3 Document feedback on the diversity of the learning environment in the Continuous Improvement Register.

7. CONDUCT ASSESSMENT VALIDATION

7.1 Develop a validation plan using the Validation Schedule template and noting that each training product will be validated at least once every five years and on a more frequent basis based on awareness of risks to training outcomes, changes to the training product and feedback from students, trainers and assessors and industry.

The Validation Schedule must include:

- The training products that will be the focus of the validation
- The rationale for validating the identified training products
- When validation will occur
- Sample size of assessments to be validated
- Who will lead and participate in the validation noting that the validation team will collectively have:

Industry competencies, skills and knowledge relevant to the training product

O One of the credentials for validation specified in the Credential Policy.

It is also noted that validation may be undertaken by persons involved in the design or delivery and assessment of the training product being validated, as long as they are not solely responsible for determining the outcomes of validation. Additionally, where an AQF qualification or skill set from the Training and Education Training Package that enables individuals to make assessment judgements is being validated, the person or persons undertaking validation must be independent, must not be employed or subcontracted by McGibbon Institute of Trade and Business to provide

training and assessment, and must have no other involvement or interest in McGibbon Institute of Trade and Business. Validation must occur following completion of training and assessment by the first cohort of students.

7.2 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.

7.3 Notify the validation team of all validation details, including date, time and location.

7.4 Conduct validation for each unit as set out in the Validation Schedule, using McGibbon Institute of Trade and Business's Validation Tool.

7.5 Record the findings of the validation within the Validation Tool and Validation Schedule.

7.6 Update assessments/reassess students based on validation findings.

7.7 Record findings on the Continuous Improvement Register.

8. MANAGE TRANSITION OF TRAINING PRODUCTS

8.1 Identify superseded, deleted or expired training products by regularly reviewing the National Register and by being on the mailing list of the relevant Jobs and Skills Council.

8.2 Develop a transition plan using the Transition Plan template 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

- Communication plan for all students and staff.

8.3 Implement the transition plan.

9. MANAGE THIRD PARTIES RESPONSIBLE FOR TRAINING

AND/OR ASSESSMENT AND TRAINING SUPPORT SERVICES

9.1 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.

9.2 Provide third party agreement for signing to any third party deemed suitable following due diligence.

9.3 Conduct third party induction following signing of agreement.

9.4 Advise ASQA via ASQanet within 30 days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first.

9.5 Monitor third party at agreed intervals.

9.6 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.

9.7 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.

9.8 Implement relevant corrective actions.

9.9 Monitor corrective actions as required to ensure they are implemented.

9.10 File all documentation associated with monitoring.

10.1 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.

10.2 Advise ASQA via ASQAnet of termination of the agreement and within 30 days of the agreement ending.

RESPONSIBILITIES

The General Manager/Authorised Representative 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 are responsible for:

- Entering assessment results on the SMS

- Filing and archiving student assessments.

Trainers and assessors are responsible for training and conducting assessment, including recognition assessments.