

RTO 1.01 Training and Assessment

1. Policy Purpose

This policy aims to ensure that Nationally Recognised Training and accredited courses on The Institute's scope of registration are delivered and assessed in accordance with the VET Quality Framework and designed, developed, and executed to the highest possible standards, to benefit all participants.

2. Policy Statement

The Institute shall ensure delivery and assessment of Nationally Recognised Training, including traineeships and apprenticeships, complies with all aspects of the VET Quality Framework.

3. Scope

This policy applies to the Manager, Education & Training (MET) and all Trainers & Assessors including those under third party arrangements.

4. Definitions

- 4.1. **MET** – Manager, Education and Training
- 4.2. **The Institute** – Relationships Australia South Australia Limited trading as The Australian Institute of Social Relations.
- 4.3. **RTO** - Registered Training Organisation.
- 4.4. **AISR** – Australian Institute of Social Relations
- 4.5. **VET** - Vocational Education and Training
- 4.6. **AQF** - the Australian Qualifications Framework.
- 4.7. **ASQA** - Australian Skills Quality Authority, the national VET regulator for RTOs.
- 4.8. **Services** - training, assessment, related educational and support services and/or any activities related to the marketing or recruitment of prospective students.
- 4.9. **Third-Party** – Businesses delivering training and or assessment services under a formal third-party agreement with The Institute
- 4.10. **The Standards** – Standards for Registered Training Organisations 2015.

5. Procedures

5.1. TRAINING AND ASSESSMENT SERVICES

- 5.1.1. The Institute will base the development of its assessment processes and instruments on the Principles of Assessment (refer Table 1.8-1 within the Standards for Registered Training Organisations 2015). This table is included as Attachment 1.
- 5.1.2. Assessments will comply with the Rules of Evidence (refer Table 1.8-2 within the Standards for Registered Training Organisations 2015). This table is included as Attachment 2.
- 5.1.3. Training and Assessment Strategies will be consistent with the Australian Qualifications Framework (AQF) and take into account the AQF Volume of Learning Indicators (at attachment 3).
- 5.1.4. Training and assessment materials designed and/or produced by AISR and any external materials used by the Institute, will be relevant to the needs of industry, and meet the requirements of the training package qualifications or units of competency.
- 5.1.5. The Institute's assessment practices will be the subject of regular, systematic validation (Refer RTO Policy 1.04).

5.2. TRAINING AND ASSESSMENT STRATEGIES

- 5.2.1. The Institute will have comprehensive written training and assessment strategies in place for all new or amended training products within its scope of registration.
- 5.2.2. The Institute will also prepare training and assessment strategies for 'stand-alone' single units or skill sets that are delivered.
- 5.2.3. Each training and assessment strategy will address the following areas:
 - The amount of training provided and, where the Institute is offering a full qualification, all core and elective components will be identified and defined.
 - The mode(s) of delivery will be described.
 - Entry requirements, and any areas where learners may require additional support.
 - Duration and scheduling that takes into account the learner cohort and any specific requirements of the training product.
 - Identification of all assessment resources, methods and timing.
 - Identification of all learning resources and physical resources.
 - All human and physical resources required (at a unit of competency level).
 - Strategies for 'assessment only' pathways and stand-alone units as appropriate.
- 5.2.4. The Institute will implement a range of activities for industry engagement in order to consider specific industry needs when developing and implementing training and assessment strategies.

5.3. REVIEWING TRAINING AND ASSESSMENT STRATEGIES

- 5.3.1. The Institute's training and assessment practices will remain relevant and responsive to both industry and learner needs.
- 5.3.2. The Institute will develop and review its training and assessment materials and practices in consultation with training staff and relevant industry stakeholders.
- 5.3.3. A review will be conducted annually of each Training and Assessment Strategy to identify current training needs and specific competency requirements.
- 5.3.4. Each such review will be informed by consultation with the MET, the Course Coordinator, relevant Practice Managers from Industry including RASA, third parties who are involved in the delivery of training on behalf of the Institute, and other relevant external representatives.
- 5.3.5. The Institute's consultation activities will include:
 - completion of The Institute's Training Needs identification form by industry stakeholders, both external and internal (RASA Practice Managers, who are industry specialists, and key RA national federation personnel).
 - completion of the AQTF Quality Indicator Employer Questionnaires
 - completion of the AQTF Quality Indicator Learner Questionnaires.

5.4. TRAINERS AND ASSESSORS

- 5.4.1. The Institute will ensure its training is delivered by appropriately qualified trainers and assessors with appropriate student support services, facilities and equipment.
- 5.4.2. The Institute will ensure the currency of trainers and assessors' industry skills are informed by industry engagement.

For more about the Institute's policies concerning trainers and assessors, refer RTO Policy 1.06.

5.5. LEARNER NEEDS

- 5.5.1. The Institute's training and assessment practices are designed such that each and every learner can receive the right amount of training to gain the competencies as specified in all products (the relevant training package or VET accredited course) within its scope of registration.
- 5.5.2. For each learner, The Institute will determine the appropriate amount of:
 - educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
 - Language Literacy and Numeracy learning adjustments for Institute students are within the boundaries of performance standards required in the workplace.
 - training, assessment and support services that meet learners' individual needs.
- 5.5.3. The Institute will determine the amount of training provided to each learner with regard to:
 - the existing skills, knowledge and the experience of the learner
 - the mode of delivery; and

- where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- 5.5.4. The Institute will ensure that it has, for its scope of registration, sufficient:
- learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
 - facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

For more about the Institute's policies concerning learner needs, please refer to RTO Policy 1.03.

6. Roles and Responsibilities

- 6.1. The MET is responsible to ensure the delivery of quality training and assessment that meets the requirements of training packages and VET accredited courses for all products within The Institute's scope of registration. This includes any third-party arrangements where training and/or assessment is delivered on its behalf.
- 6.2. Staff of The Institute are responsible to ensure their design, delivery and formal records of The Institute's training and assessment are aligned to the AQF and comply with Standards for Registered Training Organisations
- 6.3. The MET is responsible to:
- 6.3.1. conduct an annual review of The Institute's training and assessment products, taking into account:
- quality indicator data,
 - validation outcomes,
 - client feedback,
 - trainer and assessor feedback and
 - complaints and appeals.
- 6.3.2. prepare a written report detailing the findings of each review for the consideration of the Executive Manager (EM). The report will include recommendations for changes where appropriate. The EM and MET will together decide which recommendations will be implemented and assign a staff member to oversee the implementation of each change. In this way, these reviews will form part of the institute's organisational continuous improvement process.

Appendix

Attachment 1

PRINCIPLES OF ASSESSMENT TABLE	
Fairness	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner’s needs • assessing competencies held by the learner no matter how or where they have been acquired • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance • assessment of knowledge and skills is integrated with their practical application • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Attachment 2

RULES OF EVIDENCE TABLE	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Attachment 3

AUSTRALIAN QUALIFICATIONS FRAMEWORK VOLUME OF LEARNING INDICATORS							
Certificate I	Certificate II	Certificate III (*1)	Certificate IV (*2)	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5–1 Year	0.5–1 Year	1–2 Years	0.5–2 Years	1–2 Years	1.5–2 Years	0.5–1 Year	1–2 Years
600–1200 hours	600–1200 hours	1200–2400 hours	600–2400 hours	1200–2400 hours	1800–2400 hours	600–1200 hours	1200–2400 hours
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: <ul style="list-style-type: none"> • 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. 							

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