



VET - Training and Assessment Policy & Procedures

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Purpose

The purpose of this policy and procedure is to outline the approach taken by Pines Learning to deliver high quality training and assessment to its students.

This policy aligns closely to Standard 1 from the Standards for RTOs 2015 and ensures the strategies and practices used in relation to training and assessment are responsive to industry and student needs and meet the requirements of the qualifications and courses provided.

Additionally, Pines Learning is contracted by the Victorian Department of Education and Training to provide funded nationally recognised training to Eligible Individuals under the Skills First Program. This policy and procedure contributes to compliance against the Contract.



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Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

Contract means the VET Funding Contract for the Skills First Program issued by the Department

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the RTO.

Department means the Victorian Department of Education and Training

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

Task Skills	The skills needed to perform a task at an acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
Task Management Skills	These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
Contingency Skills	The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
Job Role/ Environment Skills	The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
Transfer Skills	The ability to transfer skills and knowledge to new situations and contexts.

Eligible Individual means an individual who is eligible for government subsidised training in accordance with the eligibility requirements set out in the VET Funding Contract and related guidelines

Evidence of Participation means evidence of an Eligible Individual's participation in training and assessment provided by the RTO, as detailed in Clause 11 of Schedule 1 of the VET Funding Contract

Pre-Training Review means the process undertaken between the RTO and the prospective student to determine the most suitable and appropriate training for the Eligible Individual as described in Clause 5 of Schedule 1 of the Contract

Principles of Assessment means assessment decisions are based on the principles of fairness, flexibility, validity and reliability, which definitions of each of these as outlined below¹:

Fairness	The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs. The RTO informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.
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¹ Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from <https://www.asqa.gov.au/rto/users-guide-standards-rto-2015>



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Flexibility	Assessment is flexible to the individual student by: <ul style="list-style-type: none">• reflecting the student's needs;• assessing competencies held by the student no matter how or where they have been acquired; and• 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	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student. Validity requires: <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 student could demonstrate these skills and knowledge in other similar situations; and• judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the RTO.

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015².

RTO means Registered Training Organisation

Rules of Evidence means that the evidence on which an assessment decision is based is valid, sufficient, authentic and current, with definitions for each as outlined below: ³

Validity	The assessor is assured that the student 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 judgment to be made of a student's competency
Authenticity	The assessor is assured that the evidence presented for assessment is the student's own work.

² Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015>

³ Definitions quoted from ASQA as above.



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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.

Skills First means the Skills First Program funded by the Department

Skills First Student has the same meaning as Eligible Individual

SRTOs means the Standards for RTOs 2015 – refer to definition of ‘Standards’

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework.

Training Plan means the plan for the training and assessment to be delivered to an Eligible Individual in accordance with Clause 7 of Schedule 1 in the Contract.

Policy

1. Delivery of quality training

- Pines Learning provides quality training to its students for all Courses. This means:
 - 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, AQF requirements and the Amount of Training Fact Sheet published by ASQA. [Asqa.gov.au/resources/guides/guide-determining-amount-training](https://www.asqa.gov.au/resources/guides/guide-determining-amount-training)
 - 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.
 - Ensuring there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO’s *Skilled Trainers and Assessors Policy and Procedures*, who are able to deliver the Courses on the RTO’s scope to the number of students enrolled with the RTO.
 - Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

2. Training and assessment strategies and industry consultation

- In line with Pine Learning’s *Course Development and Review Policy and Procedure*:
 - Pine Learning engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
 - A comprehensive *Training and Assessment Strategy* is developed and implemented for each Course on Pine Learning’s Scope of Registration, and for each cohort of students. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
 - Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.



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- Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the road-map to the delivery of each course, in conjunction with Pine Learning's policies and procedures.
- Trainers and assessors are provided with the *Training and Assessment Strategy* for each Course they train and/or assess to ensure consistency and compliance with the requirements

3. Suitable and sufficient resources

- Pine Learning ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, 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. For further information refer to the *Course Development and Review Policy and Procedure*.

4. Assessment principles

- Pine 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.
- To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- Pine Learning has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further information.

5. Assessment documentation

- Assessment documentation has been developed for all units of competency or modules 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.
- In some cases, Pine 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 within timelines specified in the assessment instructions.



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- Written and theoretical tasks will be assessed within 2 weeks of submission. 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 re-enrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

7. Practical placements

- It is the responsibility of the relevant coordinator to provide oversight of the students practical placement
- Students are encouraged to approach a potential placement host employer directly. When this is not possible, Pines Learning will arrange a placement with an organization that is included on the electronic register of host organisations
- For Skills First students, practical placements must be conducted in accordance with the *Amended Guidelines for RTOs and Employers in relation to students of technical and further education undertaking Practical Placement*.
- Where a student is required to attend a practical placement, Pines Learning will:
 - ensure the host employer is aware of, and can meet all of the expectations of being a Host Workplace, are sufficiently equipped to host a student for the relevant Course and understand their obligations.
 - Ensure that the practical placement is sufficient and appropriate in order to meet the vocational outcomes of the unit/module or Course to which it relates.
 - Ensure a Practical Placement Agreement is in place and signed by the student, the Host Employer and the RTO. The Practical Placement Agreement will include:
 - The rights, obligations and duties of the employer, the RTO and the student
 - The names of all students to which the agreement relates
 - The Course and the relevant skills required as part of that course to be developed, reinforced and/or assessed during the practical placement
 - The location and the address of the placement
 - The start and finish dates, the total length of the placement expressed as hours and the maximum hours per week
 - Signatures of the student, the Employer and the RTO.
 - The original signed Practical Placement Agreement will be kept in the student's file and a copy will go to the Host Employer.
 - Monitor the placement to ensure that both the Host Workplace and the student are meeting their obligations under the Practical Placement Agreement.
 - Ensure the Host Workplace is engaged in the process of training and assessment for the students attending their workplace and have an opportunity to provide feedback on the student's performance, the Course and Pines Learning



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8. Assessment appeals

- Students have the right to make an appeal against an assessment decision by following the *Complaints and Appeals Policy and Procedure*.

9. Recognition of Prior Learning (RPL)

- Recognition of Prior Learning is available for all Courses and all students are offered the opportunity to participate in RPL upon enrolment.
- A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant.
- Pines Learning is funded for RPL under the Skills First Contract and therefore any Skills First Students that wish to complete RPL, can have this included as part of their funded program.

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.

11. Arrangements with third parties to deliver training and assessment

- Any third party delivering training and assessment services on behalf of Pines Learning are required to deliver them in line with Pines Learning's policies and procedures and a written agreement will be put in place to outline the roles and responsibilities of each party. Refer to the *Third Party Agreements Policy and Procedure* for further detail.
- Pines Learning will seek approval from the Department should it wish to sub-contract any part of the training and/or assessment for government-funded courses.

12. Record Keeping

- Pines 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 means that assessments and all related evidence for fee-for-service will be kept on file for at least 6 months after the assessment decision has been made.
- For government funded students, Pines Learning will comply with the requirements of the Contract and keep all records relating to performing its obligations under the contract.
- For further detail about Pines Learning's record keeping processes, refer to the *Student Administration Policy and Procedures*.

13. Skills First Students

- **Pre-Training Review**
 - Pines Learning will ensure that, before course enrolment and commencement, all VTG funded students participate in a Pre-Training Review to determine their current competencies including language, literacy and numeracy to ensure their readiness to undertake and successfully complete their desired course. The Pre-Training Review will:



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- Identify any competencies previously acquired (RPL, recognition of current competency and Credit).
- Ascertain a suitable, and the most suitable (as defined in the Quality Charter), qualification for that student to enrol in, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills.
- Ascertain that the proposed learning strategies and materials are appropriate for that individual (as defined in the Quality Charter).
- Where the proposed learning includes portions delivered online, identify the individual learner's digital capability, including access to necessary technology, and where necessary identify steps to overcome any barriers in this regard.
- Be carried out consistently with any applicable requirements in the Quality Charter.
- Refer to the *Student Administration Policy and Procedures* for further detail about the Pre-Training Review.
- Pines Learning has a clear and documented business process for conducting the Pre-Training Review that demonstrates how Pines Learning determined which qualification/s the student enrolled in and why this was a suitable training option for the student. This is documented for each student on the Pre-Training Review Form.
- **Training Plans**
 - Pines Learning develops detailed Training Plans for all Skills First students funded under the Contract.
 - Training plans will meet the requirements of Clause 7 of Schedule 1 of the Contract and will be either an Individual or Group Training Plan depending on the circumstances of delivery. Trainees and apprentices will always have Individual Training Plans.
 - Training Plans will be consistent with the Training and Assessment Strategy and the qualification/s or competencies to be attained and customised (as required) for the needs of the student. Training Plans will include any needs identified at the Pre-Training Review.
 - The Training Plan will be made available to the student within 4 weeks of course commencement. A copy will be emailed to the student and saved in G- Drive.. For trainees and apprentices, the Training Plan will be developed and signed prior to commencement of training.
 - A copy of the Training Plan will be kept on file and one copy provided to the student. If the delivery mode is Workplace based or delivered as a traineeship or apprenticeship, the workplace will be involved in the development and maintenance of the Training Plan and they will be provided with a copy.
 - Training Plans are maintained at all times to ensure they clearly reflect the plan for the training and assessment delivery and if changes are mutually agreed between the parties, these are reflected and justified on the Training Plan.
- **Evidence of Participation (Skills First Students)**
 - All training and assessment delivered by Pines Learning to Skills First students will be supported by Evidence of Participation as defined in Clauses 11.3, 11.4 and 11.5 of Schedule 1 in the Contract. Evidence of Participation is authenticated documentary evidence of engagement of the student in the training and/or assessment activity.
 - Pines Learning will ensure that Evidence of Participation is kept on file for each unit of competency in line with the Contract and its *Student Administration Policy and Procedure*. Each



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piece of evidence includes the student's name and/or identification number, unit of competency or module details and the date the activity occurred.

- The following amounts of Evidence of Participation are required:
 - One point of Evidence of Participation per unit/module must be on file if the period between the unit start date and unit end date is on month or less
 - Two points of Evidence of Participation per unit/module must be on file if the period between the unit start date and unit end date is greater than one month. There must be one point within the final month of training delivery and/or assessment.
- In line with the Contract, only the following Evidence of Participation is acceptable:
 - Assessment evidence containing student name, unit of competency/module, date and signature. In cases where this information cannot be recorded on the work itself, a separate cover sheet must accompany the work to allow it to be linked to the student, the unit of competency/module and date completed.
 - 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.
 - Attendance roll is entered by the trainer on the VETTRAK trainer portal. Attendance at an induction or orientation class alone is not sufficient Evidence of Participation and it must be accompanied by another piece of Evidence of Participation.
 - Primary documentation that provides evidence of assessment.
 - For online/blended delivery mode, log in record demonstrating on-line engagement by student may be used for Evidence of Participation as long as they were provided with a secure log in.
- Where primary documentation is not available due to extreme circumstances (fire, flood, or other equivalent), a signed statutory declaration from the trainer affirming a student's participation may be accepted. It must include a signed and dated statutory declaration containing a full explanation of the reasons why primary recording documentation is not available.

- **Trainee and apprentice additional requirements**

For trainees and apprentices:

- Structured training will not commence before:
 - The Commencement date of the Training Contract
 - Creation of the Epsilon record
 - The trainer has contacted the employer/ workplace supervisor of the Apprentice/Trainee to outline the supervisor's responsibilities, outline the purposes of further contacts and develop the Training Plan.
- Training will be provided in the Approved Training Scheme nominated on the Training Contract.
- Pines Learning will:
 - Make all reasonable provisions for the apprentice/trainee to achieve all competencies required for the qualification/ course within the nominal duration of the Training Contract.
 - Make a minimum of four contacts per year with the employer in person, in writing or electronically to discuss the Apprentice's progress against the Training Plan and obtain confirmation in writing (including email) of the Apprentice's competence in the workplace.



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- Deliver structured training to the apprentice/trainee either in class or workplace-based as outlined on the Training Plan. In both cases, the trainee/apprentice will be withdrawn from regular work duties in order to participate in the training.

14. Feedback and improvements

- Pines 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 effective improvements. Refer to the *Quality Assurance Policy & Procedures* for further details.

Procedures

1. Classroom training

Procedure	Responsibility
<p>A. Session plans and supporting materials</p> <ul style="list-style-type: none"> • Sessions are to be delivered using the <u>approved</u> session plan for the topic/unit / module. • Session plans are a summary of the content and activities to be covered in each session and refer the trainer to relevant parts of learning and assessment materials to be covered. • They will often be supported by other resources such as PowerPoints, handouts, textbooks etc. Supporting materials will be outlined on the plan. • Session plans ensure that what should be covered in a session is covered. Trainers are able to adjust session content to suit the needs of the group where required. • Trainers should provide feedback for improvement to session content and materials. 	Trainer/Assessor
<p>B. New groups</p> <ul style="list-style-type: none"> • At the first session of a new class group, conduct an induction into the Course. • Introduce the course, how it is structured, expectations of students, placement requirements (if applicable) and homework requirements. • Provide information about Pines Learning and its policies and procedures including Student Code of Conduct, submitting assessments, assessment due dates, timeframes for assessment, complaints and appeals processes and any other information. <p>The first class may include some administrative requirements like collection of documents completed at orientation such as Student Contract, Induction checklist, acceptable us of internet, placement acknowledgment/requirements. Ensure these are collected as required.</p> <ul style="list-style-type: none"> • For Skills First students, develop the Training Plan/s – refer to the section below on Training Plans. There may be a Group Training Plan for all students in the class, or an Individual Training Plan. All trainees and apprentices must have their own individual Training Plan. 	Coordinator



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Procedure	Responsibility
<ul style="list-style-type: none"> • Ensure the Training Plan has been signed by all parties, reflects the individual needs of the student/s as identified in the Pre-Training Review, has been mutually agreed and correct proposed start and end dates for units are shown. • Ensure the the Proposed Structured Training Activity Completion Date are documented on the Training Plan accordingly. • If the Training Plan hasn't been signed, ensure it is signed by each person prior to commencement of training or within four (4) weeks of commencement of training. For trainees and apprentices, do not commence training until the Training Plan has been developed. • Provide a copy of the Training Plan to each student. For trainees and apprentices, involve the workplace in the development of the Training Plan and provide them with a copy. 	
<p>C. Session delivery</p> <ul style="list-style-type: none"> • All sessions are to be delivered according to the approved session plans. • The trainer should set up the class-room to suit the requirements of the session. • The trainer enters the attendance roll via the trainer portal • Training Plans for Skills First students must contain student names and signatures, proposed and actual commencement and completion dates for each unit of competency. Review proposed end dates if additional time is required. • Students may require individual support during, before and after classes. Trainer is required to provide this individual support, if they are not able to, they must advise the VET Manager immediately. Support provided must be documented in the student's file accordingly. • The completed attendance roll should be completed on the VETtrak trainer portal provided for data entry within one week. • Where a student is scheduled to attend regular classes and they fail to attend, the trainer/assessor must follow up with the student about their attendance. Where a student fails to attend 3 consecutive classes without a valid reason and no contact has been made with the student, the student should be considered for withdrawal. 	Trainer/Assessor
<p>D. Simulated workplace environments</p> <ul style="list-style-type: none"> • Simulated workplace environments to be used in class should be set up to accurately reflect a real working environment as closely as possible. • Information on how this is to be set up should be outlined in the TAS. • Simulated environments should be used during training so that students have the opportunity to practice skills using appropriate facilities and equipment that might normally be used in a workplace. 	Trainer/Assessor



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Procedure	Responsibility
<ul style="list-style-type: none"> Assessments may occur in a simulated environment where outlined in the assessment materials and where allowed and suitable by the Training Package or VET Accredited Course. 	
<p>E. Monitor student progress and participation</p> <ul style="list-style-type: none"> Each student in caseload must be contacted monthly via phone, email or face-to-face in order to monitor progression and provide support. Each workplace supervisor must be well before an assessment visit via phone, email or face-to-face in order to provide support to the supervisor and monitor the students' progression. Record monthly contact discussions and provide records to the office as required. (For Trainees only) Discuss any exceptional or difficult student circumstances with the VET Manager or delegate in order to find solutions to the students' progression and support issues. Ensure Training Plan is kept up to date at all times with correct actual and proposed start and completion dates. Ensure the Training Plan corresponds with Evidence of Participation provided to the office for commencement of training and completion of units. 	<p>Trainer/Assessor</p> <p>Coordinator</p>

2. Workplace training

Refer

- SRTOs: Clause 1.3 and 1.7
- Contract: Clause 7 and 11.5 of Schedule 1

Procedure	Responsibility
<p>A. Conduct workplace visits</p> <ul style="list-style-type: none"> Trainers/assessors will visit workplaces regularly for students participating in workplace based programs, or programs that include a workplace based component. Visits may include training, support and/or assessment. Liaise with the student and the supervisor about the visit prior to attending but it is also the student's responsibility to ensure relevant people in the workplace know the trainer/assessor is due. Document the assessments held with the student during the visit on the <i>Placement manual</i>. Check the student's name, date of visit, unit/s of competency, student signature, trainer signature and workplace supervisor signature on manual For trainees and apprentices, discuss progress against the Training Plan and you must ensure withdrawal time from routine work duties in accordance with the Training Contract requirements. Update the Structured Training Withdrawal Log as below. 	<p>Trainer/Assessor</p>



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Procedure	Responsibility
<ul style="list-style-type: none"> • Visits may include a component of workplace observations requiring the completion of set tasks and/or observation of routine work duties – this will be outlined in the relevant task instructions for the unit/module/cluster. • Ensure that, prior to attending the visit, appropriate arrangements are in place for observing the relevant tasks to be demonstrated. • The workplace supervisor may also be required to provide completed <i>Third Party /Supervisor Reports</i> to verify the student’s workplace skills. The trainer/assessor will liaise with the relevant person to ensure they have been completed and can be collected on the day. • Assessment outcomes are to be recorded in accordance with the <i>Conducting Assessment</i> section in this procedure. 	
<p>B. Structured Training Withdrawal (STW) – Trainees and Apprentices</p> <ul style="list-style-type: none"> • Trainees and apprentices must be withdrawn from routine work duties for Structured Training Activities, in accordance with the Training Plan. <ul style="list-style-type: none"> – at Certificate III and above, a minimum of three hours per week, averaged over a four-week cycle (pro rata for part time Trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines Off-the-job Structured Training and Workplace-based Structured Training) – at Certificates I and II a minimum of one and half hours per week, averaged over an eight-week cycle (pro rata for part time Trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines Off-the-job Structured Training and Workplace-based Structured Training) – a maximum of 40 hours of the annual withdrawal time may be delivered as block training within the first three months of training for all qualifications. This training should focus on compliance and regulatory units and generic skills. • Ensure the STW Log has been filled in appropriately and signed off at each visit. Ensure enough hours have been logged. <p>If there are problems with the number of hours being logged or you think the employer is not providing the time to the trainee/apprentice for structured training withdrawal, discuss with your manager as Pines Learning is required to report this.</p>	Trainer/Assessor/VET manager
<p>C. Engage with workplaces during visits</p> <ul style="list-style-type: none"> • Make contact with relevant personnel during the workplace visit to ensure the workplace is engaged and involved in the student’s training program. This may be to: <ul style="list-style-type: none"> – Provide support and guidance on the workplace’s involvement in the Course. – Answer any questions they have 	Trainer/Assessor



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<ul style="list-style-type: none"> – Address issues relating to the student's performance relevant to the Course – Check on the completion of third party/supervisor reports – Gather feedback about Pines Learning, the Course and the workplace's involvement. – Update the Training Plan, particularly for trainees and apprentices, and students on work placement. <ul style="list-style-type: none"> • Provide the workplace with any updates to the Training Plan. 	VET manager
<p>D. Collect feedback during visits</p> <ul style="list-style-type: none"> • Students and workplaces are to be asked for feedback during workplace visits. Use: <i>Student Visit Surveys, Employer Visit Surveys, Quality Indicator Employer Satisfaction Survey, Student Exit Survey, and/or Employer Exit Survey.</i> • Refer to <i>Quality Assurance Policy and Procedure on Feedback and Surveys.</i> 	Trainer/Assessor/VET Manager

3. Record-keeping, monthly contact and Training Plans

Refer

- SRTOs: Clause 1.8
- Contract: Clause 10
- Contract Schedule 1: 11.5

Procedure	Responsibility
<p>A. Keep accurate records of training and assessment</p> <ul style="list-style-type: none"> • All documents relating to the training and assessment of a student must include their full name or ID, the relevant unit/s (where applicable) and the date to which the record relates, written clearly, plus the student's signature. • All records relating to training and assessment, including completed student work, must be kept in the student's file for the duration of the student's enrolment. • Ensure the student's file is maintained to show an accurate record of the student's progress and participation. Store all records related to visits, assessment, contact and progress in the file. • Pines Learning will ensure that for fee-for-service students, records of assessment will be kept for at least 6 months after an assessment decision has been made. • Evidence of Participation for Skills First funded students will be kept by Pines Learning for three years. 	VET manager
<p>B. Assist with accurate student administration</p> <ul style="list-style-type: none"> • Notify the office promptly of any student withdrawal, cancellation or suspension (at least within 7 days). 	Coordinator/ Administration team



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Procedure	Responsibility
<ul style="list-style-type: none"> Collect student forms and documents as instructed and ensure they are completed accurately and provided to the office within 7 days. Follow up on any incomplete training, assessment or administration paperwork as requested to do so by administration team. 	
<p>C. Create and maintain Individual or Group Training Plan for non-apprentices/trainees</p> <ul style="list-style-type: none"> Use the relevant template within VETtrak report. Ensure Training Plans are prepared within 4 weeks of commencement of training. Non-apprentices/trainees may have a group or individual training plan. Document any individual support needs identified during the Pre-Training Review on the Training Plan. Provide the student with a copy of their signed Training Plan. 	Administration team/course coordinator
<p>D. Keep Training Plans up to date</p> <ul style="list-style-type: none"> For Skills First students: <ul style="list-style-type: none"> Ensure the Training Plan is kept up to date at all times with proposed start and end dates for each unit and actual start dates. The Training Plan must be updated at each workplace visit and should be reviewed regularly at classes. Where a proposed end date passes and the student has not completed by the End Date, extend the proposed end date to a reasonable date by which you expect the student can be finished by. 	Administration team/course coordinator

4. Student support

Refer

- SRTOs: Clause 1.7
- Contract: Clause 5 and 7 of Schedule 1

Procedure	Responsibility
<p>A. Assessing individual needs</p> <ul style="list-style-type: none"> Review Application or Enrolment Forms to identify if the student has indicated they require any additional support on the form. Individual needs may also be identified verbally during initial enquiry, entry /Pre-Training Reviews or other. Refer to Student Administration Policy and Procedures for the process for Pre-Training Reviews for Skills First students. The Training Manager or Trainer will further discuss the needs with the student to identify how the RTO can support the student. An individual support plan may be developed to assist the student through the course. Or, the student may be referred to an external service for support before enrolment – this might be to English language courses, employment support, lower level or more suitable qualifications delivered by other providers. 	VET Manager



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Procedure	Responsibility
<ul style="list-style-type: none"> A student may not be offered a place for enrolment if the RTO is not able to support the student in the course. An LLN assessment will be conducted to identify the level of support required. For Skills First Students, document any additional support needs and how they will be addressed on the Training Plan. 	
<p>B. Language, literacy and numeracy assessments</p> <ul style="list-style-type: none"> Students will be required to complete an LLN assessment as part of the enrolment process. This will be conducted during the enrolment process and before a place in the course is offered. There is a different LLN assessment for each course. Use the <i>LLN Marking Guide</i> to assess the test. The outcome will be used to identify the current level of LLN skills the student has and the support required for the course. An individual support plan may be developed to outline the support required for the student. 	VET Manager/Coordinator
<p>C. Individual support plans</p> <ul style="list-style-type: none"> For students that have had individual support requirements identified, an Individual Support Plan will be developed which will outline the strategies used to provide the student with additional support over and above what is normally offered in the course. This may include: <ul style="list-style-type: none"> Additional one-on-one support from the trainer/assessor. Assigning of a mentor/coach that is able to provide additional support in the workplace and who works closely with the student and the trainer/assessor. Adjustments to the way training resources are accessed or provided. Adjustments to the way assessments are to be conducted or extra time for assessments. Additional online support Linking with additional resources in the community For Skills First Funded students ensure the Training Plan references the Individual Support Plan. 	VET Manager/Coordinator

5. Reasonable adjustments

Refer SRTOs: Clause 1.7 and 1.8 of Standard 1.

Procedure	Responsibility
A. Making reasonable adjustments	Trainer/Assessor



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Procedure	Responsibility
<ul style="list-style-type: none"> Reasonable Adjustments may be required to training and/or assessment methods for students with a disability to provide them with the same educational opportunities as everyone else. Assessors can refer to this guide for further information about how and when to make reasonable adjustments http://vetinonet.dtwd.wa.gov.au/Resourcesandlinks/Documents/Publications/7_Reasonable_Adjustment_2nd_ED.pdf When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the Disability Standards for Education 2005. https://www.education.gov.au/disability-standards-education-2005 Where a reasonable adjustment is made to assessment, this should be documented in the <i>Assessment Record Tool</i>. 	

6. Practical placements

Procedure	Responsibility
<p>A. Establish placement arrangements</p> <ul style="list-style-type: none"> For courses that require practical placement, students may be required to source their own placement, or Pines Learning will assist to establish a suitable workplace. For Skills First funded students undertaking placement as part of their course refer to the <i>Amended Guidelines for RTOs and Employers in relation to students of technical and further education undertaking Practical Placement</i> available here: http://www.education.vic.gov.au/training/providers/rto/Pages/workplacelearn.aspx Ensure that the practical placement is sufficient and appropriate in order to meet the vocational outcomes of the unit/module or Course to which it relates. For any workplace agreeing to take on a student, they must have full and complete information about the course and the expectations upon them and the student during the placement prior to agreement. Ensure the workplace is suitable for placement by ensuring the workplace: <ul style="list-style-type: none"> Has appropriate facilities, equipment and job requirements to provide the student with appropriate learning opportunities relevant to their course. Has the resources to ensure the student can be continually supervised. Meets workplace health and safety requirements. Ensure the workplace has the relevant Course Outline and <i>Practical Placement Handbook/Information for Supervisors</i>. Complete a <i>Practical Placement Agreement</i> between the student, the workplace and Pines Learning at the commencement of the program. 	VET Manager/Coordinator



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Procedure	Responsibility
<ul style="list-style-type: none"> The agreement will outline the arrangements of the placement including number of hours and when the placement is to be completed. 	
<p>B. Monitor practical placements</p> <ul style="list-style-type: none"> Practical placements usually involve a number of visits to the workplace by the Trainer/Assessor for the purposes of providing on the job support and/or assessment. Practical placement arrangements will be monitored through these visits. Monitoring of the placement will include ensuring that the: <ul style="list-style-type: none"> The work placement arrangements are mutually beneficial between all parties. The workplace is happy with the achievements, contribution and participation of the student. The student is showing up for their work placement shifts at the right time. The details of the work placement are being recorded properly. The workplace is fulfilling their requirements by supporting the student and providing appropriate feedback to Pines Learning about the student's skills and achievements. The monitoring process will aim to resolve any issues or concerns identified. Any complaints received about the practical placement will be addressed according to the Complaints and Appeals policy and procedure. Where it is considered suitable and beneficial for all parties involved, alternative work placement arrangements may be made for a student if required. 	VET Manager/Coordinator
<p>C. Collect feedback from host workplaces</p> <ul style="list-style-type: none"> Workplaces providing practical placements to students will be asked to provide feedback to the RTO on a regular basis through Host Workplace Visit Surveys, the Quality Indicator Employer Satisfaction Survey and Host Workplace Exit Survey – to be collected in line with the Feedback Procedures. 	VET Manager/Coordinator

7. Conducting assessments

Refer

- SRTOs: Clauses 1.7 and 1.8
- Contract: Clause 11.5 of Schedule 1

Procedure	Responsibility
<p>A. Preparing for assessment</p> <ul style="list-style-type: none"> Requirements of assessment for each unit/module/cluster are outlined for the student in the Assessment Task and instructions are provided for assessors in the relevant Marking Guide. 	Trainer/Assessor



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Procedure	Responsibility
<ul style="list-style-type: none"> • Ensure students are advised of the assessment requirements at the start of the unit/ module/ cluster and they show their agreement by signing the Assessment Plan. • Ensure students are advised of relevant due dates for each assessment task if applicable. • Reasonable Adjustments required should be recorded on the plan where relevant. • Ensure you have access to: <ul style="list-style-type: none"> – 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. 	
<p>B. Assess written work and provide feedback</p> <ul style="list-style-type: none"> • Each written Assessment Task should be submitted by the student with a signed and completed Assessment Task Cover Sheet (online). Students can use the one cover sheet to submit multiple tasks. • Tasks can be submitted online via Moodle • Students should be advised to keep a copy of their written work as it will not be returned to them and they are responsible for providing a new copy if an assessment goes missing in the post. • Submitted assessment tasks should be assessed within 2 weeks of it being received. • Use the benchmark answers/ marking guide and decision making rules provided to make the decision. • Provide students with detailed written feedback on the Assessment Task Cover Sheet. A copy of the cover sheet will be kept on the student's file with the assessment tasks, and the original cover sheet will be returned to the student. • Use additional verbal questioning to fill gaps in written tasks if you deem it necessary to determine competence. This is to be recorded on Moodle or on the assessment task • Ensure assessment evidence includes as a minimum: The student's signature, their name, the unit/s of competency assessed, and the date. 	Trainer/Assessor
<p>C. Assess practical tasks</p> <ul style="list-style-type: none"> • Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the relevant <i>Practical placement manual</i>. • A record of the observations made during the assessment should be recorded in the <i>Assessor report in Practical placement manual</i>. During a visit, feedback can be documented on the <i>Practical placement manual</i>. 	Trainer/Assessor



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Procedure	Responsibility
<ul style="list-style-type: none"> A student should be given a verbal summary of the feedback and asked to sign the <i>Assessor report in Practical placement manual</i> confirm they have received their outcome. 	
<p>D. Recording outcomes</p> <ul style="list-style-type: none"> Record the outcome of the assessment task on the <i>Outcome Page</i> in the <i>Practical placement manual</i>. Each task should be given an outcome of either Satisfactory or Not Satisfactory. A student will receive a Competent outcome once all the tasks for a unit have received a Satisfactory outcome. A Not Yet Competent outcome is to be recorded against a unit where either: <ul style="list-style-type: none"> All tasks have been assessed and some or all have been marked as Not Satisfactory, or Only some tasks have been submitted even if they have all been marked as Satisfactory. 	Trainer/Assessor
<p>E. Re-submission</p> <ul style="list-style-type: none"> Students have up to two attempts per assessment task to achieve a Satisfactory outcome. Resubmission outcomes should follow the same process for feedback and recording as outlined above. If a student has attempted a task two times but hasn't achieved a Satisfactory outcome after the second attempt, the student must meet with the VET manager to discuss further options. 	Trainer/Assessor

8. Recognition of Prior Learning

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Procedure	Responsibility
<p>A. Student applies for RPL</p> <ul style="list-style-type: none"> A student may indicate they wish to apply for RPL at any stage during the enquiry or enrolment process. This will also be discussed as an option at the Pre-Training Review. Determine initial suitability for RPL based on experience in industry and previous training, overseas qualifications etc. If RPL is determined as a suitable option for the student, send them an RPL <i>Candidate Kit</i>. This will allow the student to make an initial self-assessment of their skills and knowledge and identify any evidence they may be able to provide of their skills. Students who express an interest in RPL but who, based on their experience and initial discussion with Pines Learning are not considered to likely be suitable for RPL may still go through the self-assessment process. 	VET manager/Coordinator



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Procedure	Responsibility
<ul style="list-style-type: none"> Once the student completes an initial self-assessment against the units/qualification they are seeking RPL for, this information can be used to help decide whether RPL is a suitable pathway. Further guidance about how to use the self-assessment is outlined in the <i>Candidate Kit</i>. During this phase, the student may also wish to discuss the process with a Trainer/Assessor. The student should then return the completed self-assessment along with the <i>RPL Application Form</i>. 	
<p>B. RPL Application is reviewed</p> <ul style="list-style-type: none"> The application will be reviewed to determine whether the self-assessment and evidence listed by the student demonstrates suitability for RPL for the units applied for. If suitable, the Assessor contacts the student to make arrangements for first interview. The Assessor may request further information from the student at this stage. 	<p>VET manager/Coordinator Assessor</p>
<p>C. Conduct initial interview</p> <ul style="list-style-type: none"> The assessor will review the information supplied by the student for each unit of competency. The assessor will use the interview as a time to make a preliminary judgment about the student's skills and knowledge against each unit. The Assessor will ask a range of questions to identify the student's broad level of competency. This interview is called the 'Competency Conversation' and findings and observations are recorded in the <i>RPL Assessors Kit</i>. During this conversation, the Assessor and student will decide on which units RPL should be continued for and work out a plan for the evidence to be collected by the student prior to next meeting. The student completes an Enrolment Form at this stage if continuing with RPL process. 	<p>Assessor and Student</p>
<p>D. Contact professional referees</p> <ul style="list-style-type: none"> The professional referees should be contacted to confirm the student's skills, work experience and knowledge. Records of the conversations are to be kept in the appropriate section in the <i>RPL Assessors Kit</i>. The assessor may require that the student provides further information or evidence in relation to the conversations held with the referees. 	<p>Assessor</p>
<p>E. Conduct further interviews and practical assessments</p> <ul style="list-style-type: none"> Further interviews are conducted with the student to cover the questions in the <i>RPL Assessors Kit</i>. Practical assessments are made in the workplace to assess on-the-job skills. Student provides further evidence to support their history and experience. 	<p>Assessor</p>



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Procedure	Responsibility
<ul style="list-style-type: none"> The student has the Third Party Kit completed as part of their evidence where possible. A decision about whether RPL will be granted for each unit is made and recorded in the RPL Assessor's Kit. Arrangements for gap training are made if required. 	
<p>F. Gather feedback</p> <ul style="list-style-type: none"> Feedback is collected from each RPL candidate using the <i>RPL Candidate Feedback Survey</i> to be collected in line with the <i>Feedback Procedures</i>. 	Assessor

9. Plagiarism, cheating and collusion

Refer

- SRTOs: Clause 1.8

Procedure	Responsibility
<p>A. Dealing with academic misconduct</p> <ul style="list-style-type: none"> Where a trainer/assessor believes there to be an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this to the Training Manager along with reasons for allegation. Reasons may include: <ul style="list-style-type: none"> Similarity between student responses Use of un-referenced source materials Copying of other students work Copy of material from the internet or textbooks The VET Manager and Trainer/Assessor will then address this with the student by asking them to respond to the allegation and provide an explanation. The VET Manager and Trainer/Assessor will then make a decision about the steps to be taken. This may include: <ul style="list-style-type: none"> Requiring the student to resubmit the assessment Using an alternative form of assessment to determine the student's understanding Where a student has repeated serious allegations of academic misconduct, they may be given special or altered conditions for their assessment task or in serious cases they may be asked to withdraw from the course. 	VET manager/Coordinator/ Trainer

Document Control

Version	Date	Reason for Change	Prepared by	Approved by
1.0	March 2021		Compliance Manager	General Manager



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1.1	July 2022	Updated for 2022 Skills First contract changes	External Consultant	
1.2	May 2023	Updates to some procedures	VET Manager	