1.0 Policy

1.1 St Peters International College develops and implements strategies for training and assessment for each training package qualification/ unit and accredited course on its scope of registration.

1.2 Assessments comply with the Principles of Assessment and the Rules of Evidence

1.3 SPIC assessment processes are fair, reliable, valid and flexible. Assessment decisions are made on valid, current, authentic and sufficient evidence.

1.4 Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.

1.5 Staff, facilities, equipment, and training and assessment materials meet the requirements of the Training Package or VET accredited course, are consistent with training and assessment strategies and are developed through effective consultation with industry.

1.6 Staff, facilities, equipment and training and assessment materials are appropriate for satisfying student learner needs. The college employs highly qualified and experienced trainers with the skills and track record to impart quality training to learners, taking into consideration class sizes, delivery modes and learner needs.

1.7 The CEO/ Head of Studies/ Training Manager/ Course Coordinator/ are responsible for implementing this policy and reviewing its effectiveness in providing students high quality training and assessment services in compliance with regulatory guidelines.

1.8 This policy is implemented in compliance with the requirements of the Standards for Registered Training Organizations (RTOs) 2015 Standard 1.

2.0 Procedures

2.1 Authorising training requirements

- All training requirements are to be authorised by the Head of Studies/ Training Manager/ Course Coordinator. These requirements will be addressed through the Continuous Improvement process or transition to new Training Packages.

- Updating all Strategies for Training and Assessment shall be the responsibility of the Head of Studies/ Training Manager/ Course Coordinator. They will ensure the Strategies for Training and Assessment are always updated (when) and indicate the correct codes, titles, delivery and assessment methods, and nominated Trainer/s for each Qualification/ Unit of Competency listed on the RTO's Scope of Registration. These strategies must reflect the current practices of the RTO and address specific client needs.

2.2 Development of the Strategy for Training and Assessment

When developing a new Strategy for Training and Assessment the following information is imperative to include:

- Name of RTO
- Training Package
- Qualification
- Target Group/Client's
- Mode of delivery
- Entry requirements
- Pathways for students
- Units of Competency and Nominal Hours
- Delivery arrangements
- Amount of Training
- Duration and Scheduling
- Assessment resources & methods
- Facilities and equipment
- Learner resources
- Physical resources
- Industry legislation
- Evidence gathering techniques
- Alignment of units (clustering of units for delivery or assessment purposes)
- Delivery and Assessment staff (Trainer's)
- Assessment validation process
- Consultative processes
- Requirements to ensure course integrity

2.3 Industry Consultation

All development of Strategies for Training and Assessment are to involve consultation with industry to ensure the appropriateness of the course.

Consultation could take place with the following people or organisations:

- Business owners/ employers in that particular industry that the qualification that the Strategy for Training and Assessment is being developed for
- Business owners/ employers whose staff undertake accredited workplace training in the qualification that the Training and Assessment Strategy is being developed for
- Industry Consultants
- Industry Trainers and Assessors
- Other relevant stakeholders to the RTO's training and business opportunities

To document this consultation and feedback, the RTO is to have the industry representative to complete the 'Industry Consultation documentation following the Industry consultation policy procedure'
All completed Industry consultation documentation is to be kept with the associated Strategies for Training and Assessment as evidence that the consultation occurred.

2.4 Staffing

a) SPIC ensures that training and assessment is conducted by a **trainer** / **assessor** who:
  ➢ Possess a TAE40116 Certificate IV in Training and Assessment and
  ➢ Is able to demonstrate the vocational competencies at least to the level of those being delivered and assessed, and
  ➢ Have relevant current industry skills/ knowledge directly relevant to the training being delivered and assessed
  ➢ Continue to develop their VET knowledge and skills as well as maintaining their industry currency and **trainer**/ **assessor** competence

b) SPIC training/ assessment staff engage in professional development activities directly related to the units/ courses they deliver/ assess and Vocational Education and Training.

c) SPIC staff contribute to assessment validation processes and Continuous Improvement activities.

d) Recruited and inducted SPIC staff members undertake professional development activities in compliance with the Staff recruitment, Induction and Professional development policies and procedures.

e) In order to maintain the high standards of the quality of our delivery of the training and marking of the assessments, we will check 100% of work for the first three units marked/assessed by any new trainer/assessor. This is to ensure accuracy and quality are being met.

f) After the first three units have been assessed, SPIC will use a statistical valid approach to assess the Trainer/Assessors future submissions. To determine the correct amount of submissions to assess SPIC will use the following tools:
  ➢ https://www.randomizer.org/
  ➢ http://www.raosoft.com/samplesize.html

g) Trainers induction handbook contains more details on the expectations and performance requirements from trainers and assessors. Please refer to SPIC trainers and assessor's induction handbook for more details.

h) All trainers/assessors must be trained on the Assessment error process and will know what is required by a Trainer/Assessor when it comes to the submission of student assessments. Please refer to trainers and assessor's induction handbook for more details.

i) Trainer performance is assessed, tracked and monitored monthly by the Course Coordinator/ RTO Compliance & Quality Coordinator under the direct supervision of the CEO. Trainers will be assessed on their accuracy for all submitted assessments. Trainers that do not meet the required standards will be placed on performance management as explained in the Trainers & Assessors Induction handbook.
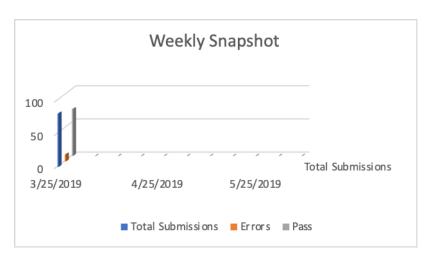
j) All meetings held with Trainers/Assessors will be file noted and placed in the trainers file for future reference.

Below is a sample of the reports provided for trainer performance:

Individual trainer's performance during one submission:

Overall weekly snapshot of all trainers:

2.5 Training Delivery

a) SPIC identifies, negotiates, plans and implements appropriate training and assessment strategies to meet the needs of each of its students.

b) SPIC employs a variety of training and assessment strategies in accordance with training package/ accredited course requirements and student's demands. Training and assessment strategies indicate how course are delivered and assessed, course duration, amount of training, student, entry requirements, pathways, how students are supported, course content, delivery and assessment resources, trainer/ assessors, industry consultation completed, course development process and any relevant legislation.

c) SPIC develops training and assessment strategies in accordance with the learner, industry, and training package, and Australian Qualifications Framework requirements. Training and Assessment Strategies are researched, negotiated and agreed prior to implementation. Consultation and feedback is undertaken with relevant internal and external stakeholders during the process.

d) A file is created for every student on the Student Management System (SMS) which is wisenet. This contains: name and contact details, title of qualification, competencies, scheduled hours, timeframe for achievement, delivery mode/s, training to be undertaken, assessment details and arrangements, staff responsible for delivery, and assessment of each unit of competency, records of CT and RPL granted.

e) SPIC monitors student progress in compliance with the Student support policy and procedure. Students who are unable to complete their course in the scheduled time span may have their course extended in compliance with the student support policy.

f) The scheduled course duration may only be extended in compliance with the Student support policy and procedure.

g) SPIC ensures that in developing, adapting or delivering training and/or assessment materials and services:
  ➢ Methods used to identify learning needs, and methods for designing training and assessment, are documented;
  ➢ The existing skills, knowledge, qualifications and the experience of the learner are considered;
  ➢ The requirements of the Training Package or accredited course are met;
  ➢ Core and elective units, as appropriate, are identified;
  ➢ Customization meets the requirements specified in the relevant Training Package or, for accredited courses; including training to relevant nominal hours, and RPL/CT assessments;
  ➢ Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
  ➢ Delivery modes and training and assessment materials which meet the needs of a diverse range of students are identified;
  ➢ Principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs are considered.

h) SPIC validates all delivery material by having a qualified trainer/assessor complete the Assessment Quality Review Checklist and ensuring any issues are remedied and the mapping to the specifications in each unit of competency or accredited unit is accurate

i) SPIC reviews the effectiveness/ appropriateness of all learning materials annually through the Course and Industry Advisory Committee meetings and through feedback from stakeholders. Please refer to SPIC industry Consultation Policy & Procedure for more information.

j) Feedback is analyzed and amendments implemented where appropriate. The effectiveness of amendments is monitored.

2.6 Assessments

a) SPIC assessments meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses within the scope of its registration.

b) Assessment strategies are developed in consultation with industry.

c) SPIC ensures that assessment, regardless of whether through a training and assessment pathway or an assessment-only pathway:
   ➢ Comply with the Assessment Guidelines included in the applicable nationally endorsed training packages or the assessment requirements specified in accredited courses
   ➢ Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable training package or modules specified in the applicable accredited course
   ➢ Consider the principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs
   ➢ Provide for applicants to be informed of the context and purpose of the assessment and the assessment process
   ➢ Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills
   ➢ That assessment judgements are consistently made
   ➢ Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been demonstrated
   ➢ Provide written feedback to the applicant about the outcomes of the assessment process and guidance on future options
   ➢ Are equitable for all persons, taking account of culture and linguistic needs; and
   ➢ Provide for reassessment on appeal

d) SPIC undertakes the following assessment processes:
   ➢ Establishes the assessment guidelines in the AQF/ training package/ units of competency/ accredited course information
   ➢ Establishes student needs
   ➢ Develops training and assessment strategies and assessment tools in accordance with guidelines and student needs
   ➢ Plans and prepares all resources, materials, staff and equipment
   ➢ Communicates assessment requirements to student's pre and post enrolment
   ➢ Prepares students for assessment
   ➢ Administers assessments
   ➢ Gathers appropriate evidence from the students to make fair, valid, reliable and consistent judgments

➢ Prepares a marking guide/ model answers for trainers to employ when coming to a decision on performance /competency

➢ Prepares marking criteria for assessors to employ when coming to a decision on performance/ competency

➢ Records student performance- Per unit – C – Competent or NYC -Not Yet Competent.

➢ Provides the student with verbal and written feedback on performance on each task

➢ Provides opportunities for re-assessment

➢ Stores all assessment results and materials in compliance with the Records management policy.

➢ Reviews the assessment process and materials

➢ Seeks feedback from students, employers and industry

➢ Provides opportunity for students to appeal assessment decisions

e) Assessment processes and materials are employed in accordance with the principles of assessment.

f) Assessment is fair to the individual learner by:
   ➢ The individual learner's needs are considered in the assessment process
   ➢ Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs
   ➢ 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.

g) Assessment is flexible to the individual learner by:
   ➢ Reflecting the learner's needs;
   ➢ Assessing competencies held by the learner 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.

h) Any assessment decision of the RTO is justified, based on valid evidence of performance of the individual learner. Validity requires:
   ➢ 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, eg. Role Plays; and
   ➢ Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

i) The assessment process is reliable.
   ➢ The assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
   ➢ Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

j)   Assessment processes and materials are employed in accordance with the rules of evidence.

The assessment process and materials generate valid evidence:

➢ 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.

The assessment process and materials generate sufficient evidence:

➢ The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

The assessment process and materials generate authentic evidence:

➢ The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

➢ 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.

k)   Assessment Methods

Methods of assessment will be conducted for each competency. Some of the methods are:
➢ *Observation:* where the student will be observed performing a series of tasks a number of times to determine their competency.
➢ *Projects (Written question and answers):* when the student will be questioned to determine the depth of their understanding of the process to ensure that they are competent.
➢ *Written assignment*: In this instance the student will be given the opportunity to demonstrate their competency through written reports and assignments.
➢ Other methods include case studies, research projects and practical demonstration

All assessment tasks must consider any language, numeracy and literacy issues, cultural issues and special needs related to the task.

l)   Assessment requiring observation by the assessor will be based on the following criteria:
➢ Student must be able to competently perform the skill over a period of time and in different contexts.
➢ The assessor will use Observation checklists to identify and record student performance.

m) Assessment will be based on the following criteria:
➢ Answering the Question

➢ Students must address what the question is asking. Look for key words that indicate how the question is to be approached and the information that is to be included. Sequence the answer to appropriately develop logical arguments.

➢ Referencing

➢ Any quotation or content that has been obtained from published sources must be referenced.

➢ Accuracy of Spelling, Grammar and Punctuation

➢ Accurate spelling, grammar and punctuation will ensure the trainer can correctly interpret what is written. Students should use the tools available (dictionary, thesaurus, spell-check on computers etc.) and must proofread before handing in.

All assignments must be the individual's own work. Trainers are responsible for ensuring that any "suspect" assessments are thoroughly scrutinised. Any irregularities will be reported to the Training Manager and dealt with accordingly. Students should keep a copy of their assessments.

n) Format

➢ All Assessment work to be word-formatted*

➢ Provide reference if content has been obtained from some source.

NB: Exception allowed where students are unable to access appropriate equipment. Hand written assignments must be neat and legible.

o) Due Date Information

The trainer will advise students of the final date for the receipt of an assessment when the assessment is handed out. Assessments will only be accepted after this date in case of illness (doctor's certificate must be provided) or other exceptional circumstances (at the discretion of the trainer).

p) Submission

All written assignments must be submitted in accordance with Turnitin Assessment marking Policy & Procedure.

q) Marking

Trainer/Assessor are expected to complete marking submitted assessment tasks within two weeks .

After satisfactory completion of all the assessment required, students are deemed either 'competent' or 'not yet competent' in each unit of competency assessed. All outcomes will be recorded in the student management system and (for international students) the Course Progress (Results) sheet. If they are deemed not yet competent in any units of competency, they will be given written feedback on their performance and provided with guidance on future options. All students have the opportunity to appeal their results. The students are able to appeal any individual assessment decision.

Students are made aware of the assessment criteria used by trainers and assessors who provide information, which includes but is not limited to the context, purpose and process of assessment, assessment methods and alternative assessment methods if required to accommodate special needs or circumstances.

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Information sessions are included with the introduction of each topic to advise the students of the assessment processes, number of assessments and types of assessments. Staff are available to discuss and provide professional advice as to the outcomes of the assessment process and guidance on future options.

    r)   Collection of evidence from the students:

Evidence collected is used by an assessor to make a judgement about whether a student is competent. It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement. Training packages provide guidance on the types of evidence required, and further advice may be gained through industry consultation.

2.7 Reassessment

a) All candidates are provided with an opportunity for reassessment when they have been assessed as "unsatisfactory" or "not yet competent" on all or part of the assessment.
b) Students are entitled to 3 assessment attempts for each assessment task where they have been marked NYC on submission of their assessment tasks. First 2 attempts will be free and 3rd will be charged as per the offer letter and written agreements. If the student is unsuccessful after 3 assessment attempts they will be required to repeat the unit and pay the repeat unit fee. Students found to have cheated or plagiarized work may not be entitled to re-sit assessments, instead they may be required to repeat the unit and pay the repeat unit fee. Any NYC marked due to being absent will not be eligible for this entitlement.
c) Candidates are permitted a period of 2 weeks past the submission date to submit late work. Approval must be sought from the trainer before late work is accepted.

2.8 Students with special learning needs

a) SPIC provides access and equity to candidates with special learning needs.
b) As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.
c) SPIC trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, the trainer may be able to accept alternative evidence from a candidate with special needs.
d) SPIC staff contact other RTO's or our RTO consultant for assistance and guidance, as required.
e) In making arrangements for students with special learning needs all meeting minutes, advice and amended delivery/ assessment material is stored in the student file.
f) The student is kept fully informed of the process every time by the Head of Studies/ Training Manager/Course Coordinator.

2.9. Assessment validation

- Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by assessors against the same competency standards for each unit; and
- Implementing and documenting any action taken to improve the quality and consistency of assessment.
- Reviewing the effectiveness of amendments and taking further action where required
- Seeking and reviewing feedback received from students, employers, staff and external parties
- The course and industry advisory committee will review all assessment strategies and materials once every two years. At least one member of the Course advisory committee will be independent of the RTO and possess:
  - Vocational competencies and current industry skills relevant to the assessment being validated;
  - Current knowledge and skills in vocational teaching and learning; and
  - The training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTO's 2015
  - Industry experts may be involved in validation to ensure there is the combination of expertise set out in the three points above.

a) Each assessment tool utilized will be validated at least once every two years.
b) At least 50% of the units of competency on the RTO scope of registration will be validated within the first 3 years of every 5-year registration cycle.
c) Records off validation activities are recorded and amendments incorporated where appropriate.
d) An assessment validation schedule, validation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.
e) SPIC validates assessments by:
   - Reviewing feedback received from students, employers, staff and external parties
   - Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.
   - Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.
   - Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.
   - Identifying variances in any of the above activities identified in the four points above
   - Identifying, acting and recording any improvements implemented to ensure consistent application of the standards.
   - .
f) Each assessor assessing a unit of competency will contribute to the validation process at least once every two years for each unit of competency.
g) Assessors will moderate other assessor's judgments by reviewing samples of submissions assessed by another assessor or observing performance of the completion of a practical task at the same time as another assessor.
h) An assessment moderation schedule, moderation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

i) SPIC validation and moderation by implementing two main stages which are Pre Assessment Validation & Post Assessment Validation

Pre-assessment – Validation of assessment tools:

Validation of Assessment Tools for all units of Competency are completed by qualified course trainers & assessors. This process includes use of the Assessment Tool Quality Review Checklist verifying the following:

- Assessment methods and tasks ensure coverage of the assessment conditions/critical aspects of assessment.
- Mapping is accurate and covers all of the assessment requirements of the unit.
- Assessment methods and tasks are consistent and gather sufficient evidence
- Assessment tasks have clear instructions for both the assessor and students
- Assessment methods and tasks meet the requirements of the Principles of Assessment and Rules of Evidence

o **Post Assessment – Validation of assessment outcomes:**

Once assessments have been marked by the respective assessor, the post assessment marking activities are undertaken by the Course Coordinator along with the qualified trainers & assessor:

- Review by using Post Assessment Validation Form.
- Reviewing feedback received from students, employers, staff and external parties
- Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.
- Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.
- Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.
- Identifying variances in any of the above activities identified in the four points above
- Identifying, acting and recording any improvements implemented to ensure consistent application of the standards.
- Random sampling - An entire subject is chosen, and a sufficient number of randomly chosen assessments is selected to meet the particular confidence level by using the online tool- https://www.randomizer.org/

Please refer to SPIC Validation Policy & Procedures for more details.

2.10. Assessment appeals

a) If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.
b) Student should approach their assessor in this case outlining the reasons for their appeal.

c) If the assessor feels there are reasonable grounds for the appeal he/ she may decide to re-assess the student.

d) The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

e) If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.

f) Complaints & Appeals forms are to be submitted to: SPIC reception campus or via e-mail.

g) The staff member reviews all the supporting documentation and discusses the situation with the assessor and student. A decision will be made after all the evidence has been considered.

   If the Head of Studies/ Training Manager/ Course Coordinator or other staff member handling the process decides that the students appeal be upheld the following will apply.

   a. The assessment in question will be marked by a different trainer and the outcome communicated to the student.

   b. The assessor will document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

   c. The student will be awarded the grade that gives them the most favorable outcome between the two outcomes.

   d. If the students appeal is refused they will be sent written notification of the outcome within five working days of the meeting-taking place. This will include the outcome including reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process.

   e. Students can only appeal an assessment decision once.

   f. If students are dissatisfied with the outcome of the internal appeals process, they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.

   g. Students must inform SPIC in writing if they are accessing the external appeals process

2.11. Facilities and equipment

a) Facilities employed for RTO purposes satisfy the requirements of the building code of Australia.

b) Facilities and equipment requirements are identified at the course the development stage. Requirements are as per training package and industry requirements. SPIC also undertakes research with other RTO's to establish requirements.

c) Each training location undergoes a review to ensure adequate facilities and equipment is employed prior to course commencement.

d) Each training and assessment location has approval for educational use.

e) Industry consultation is sought when developing courses to ascertain/ assess facilities and equipment.

f) A facilities and equipment checklist is maintained for each course on our Scope of registration. This includes learning resources, including library materials, course delivery materials, computer hardware and software, and any other materials required to support course delivery

g) Facilities and equipment are reviewed as part of the Continuous improvement policy and procedure.

h) A timetable is employed for each course.

i) Session plans are employed for each unit of competency being delivered.

j) Students are provided access to a library with relevant resources to support learning and assessment activities.

k) Appropriate resources are employed to create a simulated workplace environment where appropriate.

l) Issues relating to facilities and equipment are immediately communicated to the CEO by trainers and addressed. Facilities and equipment is also an agenda item in management meetings.

m) Current and future enrolments are reviewed against the capacity of facilities and equipment. Facilities and equipment are secured where and when appropriate.

n) Students are supplied appropriate learning resources on commencement of their course and/ or units of competency. All information relating to costs (if any) are provided to student's pre enrolment.

o) The CEO will notify all students and designated authorities of any intention to relocate premises by way of letter at least 20 working days before the relocation.

p) Student feedback relating to all the areas of this policy is collected, analyzed and actioned (where appropriate) in compliance with the Continuous Improvement policy and procedure.

q) This policy is reviewed annually in accordance with the Continuous improvement policy.

2.12. Currency of training packages and accredited courses

a) SPIC reviews the currency of training packages as per legislation review policy.

b) SPIC implements new training packages/ accredited courses within 12 months of their introduction. SPIC provides opportunities for students to transfer to the new training package so they are no disadvantaged by completing the superseded course.

c) All staff and students are informed of this process along with transition arrangements.

d) Staff is involved in the development of new courses and strategies for delivery and assessment.

e) Students will be informed in writing of any changes to training packages/ accredited courses and the implications of such a change.

f) Full details of the processes when ensuring currency and implementing new training packages are outlined in the Transition to new training packages/ accredited courses policy and procedure.

2.13. Monitoring of Strategies for Training and Assessment

a) The Head of Studies/ Training Manager/ Course Coordinator will manage the process of ensuring that all Strategies for Training and Assessment are current and accurate. Updates to the Strategies for Training and Assessment will need to be made when there is a change in:

➢ Trainer and assessor requirements
➢ Client group
➢ Delivery or assessment methods
➢ Licensing where applicable
➢ Training packages (relevant modifications or new endorsed and released training packages)
➢ Any other changes in the content of the current Strategies for Training and Assessment that are implemented by the RTO

b) The monitoring processes are through a combination of the continuous improvement processes implemented by the RTO including but not limited to meetings with feedback, validation, industry consultation, and general industry changes.