

# FIT COLLEGE TRAINING DELIVERY POLICY

## 1. Purpose

FIT College is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, FIT College is required to provide learners with quality, flexible training and assessment that meets the requirements of Training Packages and Vocational Education and Training (VET) accredited courses. FIT College provide training that is responsive to industry and learner needs and provides access to relevant resources and services.

## 2. Scope

This policy applies to all trainers and assessors of FIT College. Due diligence by all involved in the development and delivery of training at FIT College is crucial in minimising risk to the company.

## 3. Policy Statement

FIT College is committed to providing high-quality training and assessment products and services, providing learners access to flexible learning options to accommodate diverse and varying learning styles and needs. FIT College ensures that:

- It has sufficient:
  - Qualified and experienced trainers and assessors to deliver training and assessment within its scope of registration;
  - Educational and support services to meet the needs of different learners undertaking training and assessment;
  - Training resources to enable learners to meet the requirements for each unit of competency/module, and which are accessible to the learner regardless of location or mode of delivery; and
  - Whether physical or virtual, facilities can accommodate and support the number of learners undertaking the training and assessment.
- All requirements, as specified in training packages or VET Accredited course on the scope of registration, are met;
- Training and assessment practices are relevant to industry needs, as identified through industry engagement and consultation;
- Courses are offered with flexible or blended learning approaches, including (where possible) correspondence and online; and
- Courses are offered with a choice of assessment options.

## 4. Definitions

**Educational and support services** may include, but are not limited to:

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (LLN) programs or referrals to these programs;
- d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;

- e) learning resource centres;
- f) mediation services or referrals to these services;
- g) flexible scheduling and delivery of training and assessment;
- h) counselling services or referrals to these services;
- i) information and communications technology (ICT) support;
- j) learning materials in alternative formats, for example, in large print;
- k) learning and assessment programs contextualised to the workplace; and
- l) any other services that the RTO considers necessary to support learners to achieve competency.

**Industry** means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- a) enterprise/industry learners, e.g. employers;
- b) group training organisations;
- c) industry organisations;
- d) industry regulators;
- e) industry skills councils or similar bodies;
- f) industry training advisory bodies; and
- g) unions.

**Industry engagement**, for the purposes of Clauses 1.5 & 1.6, may include but is not limited to strategies such as:

- a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
- b) involving employer nominees in industry advisory committees and/or reference groups;
- c) embedding staff within enterprises;
- d) networking in an ongoing way with industry networks, peak bodies and/or employers;
- e) developing networks of relevant employers and industry representatives to participate in assessment validation;  
and
- f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies

**Mode of delivery** means the method adopted to deliver training and assessment, including online, distance, or blended methods.

**Module** means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

**Scope of registration** means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

**Training and assessment strategies and practices** are the approaches of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

**Training Package** means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are:

- units of competency; assessment requirements (associated with each unit of competency);
- qualifications and credit arrangements.

The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s that contains industry advice to RTOs on different implementation aspects.

**Training Product** means AQF qualification, skill set, unit of competency, accredited short course and module.

## 5. Policy Responsibilities

Responsible Officer	Responsibilities
Curriculum Team	<ul style="list-style-type: none"> <li>• Maintain and develop Training and Assessment Strategy (TAS) documents for current courses on the scope or new additions to FIT College.</li> <li>• Maintain and develop learning resources and materials to assist FIT College Trainers and Assessors in their delivery.</li> <li>• Detailing equipment required for assessment activities as outlined on the Training.gov.au website for each unit of competency.</li> </ul>

## 6. Training and Assessment Strategies (TAS)

- a) Training and Assessment Strategies (TAS) are developed for all training products (See Training and Assessment Strategies Policy).
- b) Training delivery modes and methods are determined and developed in consultation with industry during the development phase of training programs (See Training and Assessment Strategies Policy).
- c) All training and assessment are conducted in accordance with the documented Training and Assessment Strategy.
- d) FIT College can support flexible delivery modes for all courses being offered, including on and off the job, distance and blended learning approaches.
- e) Various instructional/delivery methods may be deployed for the delivery of training programs, including (but not limited to):
  - Trainer presentations and teaching
  - Lectures
  - Audio/visual presentations
  - Demonstrations
  - Group discussions
  - Individual and/or group activities
  - Hands-on activities, skills practices and role plays
  - Individual training using workplace environment and projects
- f) A general philosophy is that much of the learning and assessment is to be integrated into the learner’s workplace (as much as possible).
- g) Learners will be able to enrol in the full qualification or individual units of competency to meet their specific needs. A specific delivery mode will be determined in each case.

## 7. Mode of Delivery

There are typically seven (7) modes of delivery that may be incorporated for courses (depending on learner needs):

### 7.1. Classroom: Trainer-led

Learners will be provided with access to industry professionals who are qualified trainers and assessors and a full set of learning & assessment resources. This is a full delivery model whereby the trainer teaches content to learners as they progress through learning the qualification/unit of competency, in accordance with learning resources provided and the requirements of the Training Package or VET Accredited Course. The learning environment is interactive with learners engaging in group discussions and activities. Learners are provided with assessments to undertake/complete and submit to demonstrate their competency. This Trainer-led delivery mode has the advantage of providing a focussed, controlled environment for acquiring the skills and knowledge necessary. Learners are given the opportunity to practise the application of knowledge and skills. Group activities allow the application of learning to a variety of situations. Self-paced research and work give learners the opportunities to develop and practice their capacity for self-directed work and make learning very relevant to their particular circumstances and/or workplace. This mode of delivery suits learners with limited prior exposure/experience/ knowledge with course content and skills.

### 7.2. Classroom: Facilitated learning

This is a form of blended learning approach whereby learners receive a full set of learning and assessment resources and part-time (reduced) access to industry professionals who are qualified trainers and assessors. Trainers facilitate the content with learners as they progress through the learning of the qualification. In this way, trainers identify and point out key topics and areas of learning without teaching the full content. Learners are required to complete much of the learning self-paced, however having regular access to a qualified trainer in a classroom/formal learning setting. During facilitation, learners will complete group discussions and activities. Learners are provided with assessments to complete and submit to demonstrate their competency. This facilitation method efficiently communicates high-level knowledge. Discussions, role play, case studies and group activities create significant group learning, balancing lecturing with opportunities to reflect on concepts and apply learning. Individual research gives learners opportunities to assimilate learning and practice self-direction and reflection. This mode of delivery suits learners who already have some exposure/experience/ knowledge in the workplace relative to the course content and skills.

### 7.3. Tutorial & Assessment Coaching

This is primarily a self-paced learning approach whereby learners receive a full set of learning and assessment resources and progress their way through the learning with part-time remote access to industry professionals who are qualified trainers and assessors. In addition, learners will have the opportunity to attend two (2) hour tutorial (face-to-face) sessions at a FIT College campus location where the trainer provides advice and feedback on assessment processes for the program or one (1) hour tutorial session (virtual) available twice a week. Learners are provided with assessment tasks/assignments to complete and submit for assessment to demonstrate their competency.

### 7.4. Distance Learning (Correspondence / Online)

Distance learning is a self-paced learning approach whereby learners receive a full set of learning and assessment resources online. Learners learn at their own pace and have access to and support from industry professionals who are qualified trainers and assessors via telephone, email, communication log chat, video chat, etc.

### 7.5. Workplace-based – School-Based Traineeships and part-time traineeships

This is a structured self-paced learning approach in the workplace, whereby learners receive a full set of learning and assessment resources, including a workplace training record book, where they record workplace experiences. Learners and workplace supervisors are consulted, and an agreed training plan is provided to all parties. Workplace supervisors play a key role in ensuring the successful completion of the workplace learning approach.

1. For School-Based Traineeships (SBT), a qualified and approved Trainer/Assessor visits the workplace once per one-two (1-2) month/s to confirm the learning and assess the learner on competencies - as agreed in the training plan. The learner and workplace supervisor will also complete the training record book activities in between trainer visits.
2. For part-time traineeships, a FIT College representative organises a one-off site inspection to ensure that the facility which is engaging the trainee has all of the relevant equipment required to complete all work within the course. No further site visits are conducted after this occurs.

Communication, support and access to the trainer/assessor is available and facilitated via telephone, email, communication log chat, video chat etc.

This mode of delivery suits learners who are employed and wish to integrate their learning into their workplace immediately. This mode may or may not be supported by Australian Apprenticeship funding.

### 7.6. Assessment Only – Recognition (RPL)

Where learners choose an assessment only mode, they receive a complete set of assessment resources, with ongoing communication and support from an industry professional qualified assessor. However, no learning materials are provided for this delivery mode (See Recognition Policy and practices).

### 7.7. Blended Learning

A combination of any of the above six (6) modes of delivery can be put in place to suit the needs of learners. These are negotiated and agreed with learners on an individual basis.

## 8. Workplace Training

- a) If a learner is not currently employed, they will be encouraged to seek work experience throughout their training.
- b) FIT College will negotiate with the learner and the workplace management to ensure appropriate arrangements for the confidential treatment of workplace information and interactions with the workplace.
- c) FIT College will ensure that where the learner uses evidence from their workplace as a demonstration of their competence, the learner obtains prior approval from the workplace management for the information/documentation to be taken from the workplace and provided as evidence to the FIT College for assessment.
- d) FIT College will sign a workplace approval/agreement advising learners and workplaces that all confidential information (such as names, addresses) can be removed from assignments and/or that fictitious names can be used instead to protect privacy.
- e) FIT College ensures that, should site visits be required for training and assessment, the FIT College representative is aware of the privacy, confidentiality and commercial sensitivity of the business.
- f) FIT College ensures it has permission from the workplace management to conduct training and assessment in the workplace environment.
- g) FIT College ensures that learners will be informed of any requirement to interview workplace managers, colleagues or learners and that this is approved by those parties involved.

- h) FIT College ensures the confidentiality of individuals who may be involved in any workplace interviews, such as managers, colleagues and learners.
- i) FIT College ensures that trainers and assessors receive relevant site inductions prior to entering a workplace, in consultation with site management.

## 9. Training & Assessment Resources – for Trainers and Assessors

- a) FIT College provides the following resources to trainers and assessors for the delivery of training:
  - i. Lesson plans
  - ii. Training and assessment strategy
  - iii. Trainer resources
  - iv. Assessment resources
  - v. Course resources
  - vi. Course files
  - vii. Learner files (as applicable)
- b) Resources provided contain all relevant information for the trainer to enable delivery of the training to meet the unit/s of competency.
- c) FIT College provides the relevant facilities and equipment required as prescribed in the Training and assessment strategy and to accommodate the number of learners.

## 10. Conducting Training

- a) Training sessions will be provided at:
  - i. FIT College Training rooms; or
  - ii. On-site at the learners' premises (away from the regular work routine); or
  - iii. A contracted training room arranged by FIT College.
- b) The degree to which learning occurs depends on how the learner interacts with their learning environment. The environment consists of the trainer, the training materials, other learners, as well as the physical and psychological atmosphere.
- c) In all cases, trainers are required to deliver learning in accordance with the TAS, and training and assessment resources provided giving particular attention to their functions of teaching and managing learners and the learning environment.
- d) Trainers as leaders are required to guide, inspire and supervise the learners so that they attain their learning outcome.
- e) Trainers are required to encourage learners to be responsible for their own learning. Controlling the learning activity enables the trainer to monitor the progress of the learning experience.
- f) Trainers are required to conduct observations of the learners to ensure their physically capable and fit to perform practical components. If required, learners showing signs of difficulties conducting practicals can have activities modified by the trainer.
- g) Other Trainer functions include:
  - i. Prior to the commencement of training, trainer/assessor will assess the area to identify hazards which could pose a threat to safety of learners.
  - ii. Planning the learning environment, ensuring it is safe and conducive to learning;
  - iii. Consulting with FIT College management and administration staff on administrative and training procedures;

- iv. Monitoring and reporting training progress and success; and
  - v. Monitoring and reporting on learner's readiness for assessment.
- h) Trainers are required to ensure all course documentation is fully completed and provided to FIT College administration staff, immediately following training delivery (See Records Management Policy).
- a. This includes, but is not limited to:
    - i. Attendance records;
    - ii. Site Visit forms;
    - iii. Training Environment safety evaluation;
    - iv. Learner – Evaluation forms;
    - v. Trainer – Evaluation form;
    - vi. Course Feedback Reports

## 11. Premises, equipment and facilities

- a) FIT College will ensure that learners have access to sufficient facilities and equipment required to accommodate the number of learners and the effective completion of training and assessment.
- b) If a hazard or significant disturbance is identified immediately prior to or during training delivery, training will only continue if there is no safety risk. Otherwise, training will be re-scheduled.
- c) All equipment is to be checked and tested prior to training delivery to ensure that it is operational and safe. If equipment failure occurs, training should continue only if it is safe to do so. Alternative arrangements for the replacement of equipment should be put in place where practical to do so.

## 12. Language, Literacy and Numeracy

Language, Literacy and Numeracy (LLN) needs are accommodated during the training and assessment services. LLN requirements will be identified through learner consultation.

## 13. Access & Equity

The FIT College, Access & Equity Policy applies (See Access & Equity Policy).

## 14. Records Management

All documentation from Training Delivery processes is maintained according to Records Management Policy (See Records Management Policy).

## 15. Monitoring and Improvement

All practices for Training Delivery are monitored by the Operations Manager of FIT College and areas for improvement are identified and acted upon (See Continuous Improvement Policy).

## 16. Document Control

Version	Date	Change Description	Author
1.1	11/07/2018	Policy Generated	RTO Manager
1.2	24/07/2020	Policy Updated	HR Officer
1.3	20/09/2021	Policy reviewed and updated	Education Manager