

Quality Training Policy

1 Purpose

The purpose of this policy is to explain Diversitat's commitment to the provision of high-quality training to all students enrolled in our courses.

2 Overview

Diversitat's aim is to use best practice approaches to training and assessment and produce successful students, trained to the level expected by industry and the requirements for accredited qualifications.

Where practical, training practices reflect real work experiences and environments that students can expect from their chosen industry.

3 Scope

This policy applies to all Diversitat Training employees.

4 Policy

Diversitat will ensure that all training services provided are of the highest quality standard possible and are reflective of current industry trends and employer expectations.

This is achieved by ensuring that:

- Prior to the delivery of any new qualification, accredited course or unit of competency, Diversitat develops a comprehensive Training and Assessment Strategy;
- All Training and Assessment Strategies are developed in consultation with industry experts;
- All courses are developed in line with Diversitat's Course Development Policy which ensures compliance with the national regulator;
- All training products used meet the requirements of the appropriate training package or accredited course;
- All training products are validated before and after release and the outcomes of these validations are used to improve training services and products;
- Training is delivered by appropriately qualified trainers who hold the required qualification/s as set by the national regulator, and who have extensive and current industry experience;
- All trainers and assessors undertake regular professional development in both the VET sector and their industry;
- Accurate student records and the integrity of student assessments are maintained and conducted in accordance with the Principles of Assessment;
- Where possible training is delivered flexibly with a variety of options made available to students about the way they learn and the resources they use to achieve competency;
- The individual learning and support needs of all students are identified before enrolment or after commencement of a course and a support plan is developed if required;
- Wherever required, trainers and assessors make reasonable adjustments to training and assessment processes to ensure that all students are treated equally in the training and assessment process;
- All classes are delivered according to a documented session plan and supporting materials which have been reviewed and approved by the appropriate manager;
- Feedback is collected about training products and services, and this feedback is systematically collated, analysed and used to improve the quality of training and assessment services;

- Student data patterns including student participation, completion rates and the quality of outcomes of students is monitored and analysed.
- Data analysis reports are developed annually to monitor and analyse student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program)
- Industry consultation is conducted on a regular and continual basis, and training and assessment strategies and practises are updated to reflect the changing needs of industry;
- All training facilities are appropriate and provide a quality space for students. Facilities meet the appropriate building, fire safety, OH&S, and other codes for educational premises.

5 Procedure

- Area Coordinator and trainer creates Training and Assessment Strategy in consultation with industry in accordance with cohort
- Current training package rules are sourced from training.gov.au
- Current accredited course rules are sourced from the individual curriculum on the dashboard
- Trainers are engaged in accordance with the Standards for Registered Training Organisations (2015)
- Trainers are mapped to ensure current Vocational and Industry experience for all units delivered
- All training and assessment staff are required to attend 2 professional development sessions annually to develop and maintain their vocational skill set
- All training and assessment staff are required to attend 2 professional development sessions annually to develop and maintain their industry currency
- All training and assessment staff have access to PD sessions available from VELG, ACPET, VDC and VETr. They are also encouraged to source their own sessions relevant to their industry
- Commencement, midway and completion surveys are conducted and analysed.
- Assessments are validated prior to release and then systematically
- Accurate input of student information into the VASS system ensures data on the VCAA website regarding Senior Secondary Completion and Achievement Information is correct.

6 Associated Documents

- Training and Assessment Policy
- Course Development Policy
- Industry Engagement Policy
- Access, Equity and Anti-Discrimination Policy
- Pre-Enrolment and Student Support Policy
- Reasonable Adjustment Policy
- Validation Policy
- Professional Development Policy
- Continuous Improvement (CI) Policy
- AVETMISS and Quality Data Policy
- Complaints and Appeals Policy
- Trainer Recruitment, Selection and Induction Policy
- Records Management Policy

7 Responsibilities and Publishing Details

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