

01. Training and Assessment Policy and Procedure

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01. Training and Assessment Policy and Procedure

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Policy Statement

Minda Inc t/a South Australian Learning Centre (SALC) is committed to delivering training and assessment services that are engaging, well-structured and aligned with the requirements of nationally endorsed training products. All training and assessment activities are designed to ensure that VET students gain the skills and knowledge required to achieve competence and meet industry expectations.

Training delivery is consistent with the specifications of the training product and uses appropriate modes of delivery and assessment to support student outcomes. Training is paced to allow sufficient time for instruction, practice, feedback and assessment. Furthermore, it employs techniques and resources that engage learners and support understanding. Where work placements or other forms of community-based learning are required, SALC ensures these environments provide students with the opportunity to attain the necessary skills and knowledge.

Assessment practices are conducted in accordance with the training product and are guided by the principles of:

- fairness,
- flexibility,
- validity, and
- reliability.

Assessment decisions are made based on evidence that is:

- valid,
- sufficient,
- authentic, and
- current.

All assessments are conducted in a way that enables accurate and consistent judgments of VET student competency, regardless of the assessor or delivery context.

Where students have previously completed equivalent units, SALC provides access to a credit transfer process that is fair, transparent, consistently applied and maintains the integrity of the training product.

Risks to VET students, staff and the organisation are actively identified and managed. Where training or assessment is delivered to students under 18 years of age, SALC takes appropriate steps to ensure their safety and wellbeing by reviewing the training content, delivery modes and associated environments.

Definitions

Term	Definition
Assessment	The process of collecting evidence and making judgements about whether a student has met the requirements of the unit(s) of competency, as specified in the training product.

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Assessment Tools	Instruments used to gather evidence of a student's skills and knowledge, such as questions, tasks, observation checklists and project briefs, mapped to specific units of competency.
Blended Delivery	A mode of training that combines face-to-face learning with online learning components, allowing students to engage with content and assessment both in-person and via digital platforms.
Credit Transfer	The recognition of learning achieved through previous formal education or training that matches a current training product, without requiring the student to repeat learning or assessment.
Digital Platforms	Online systems used to deliver training and assessment, such as learning management systems (LMS), videoconferencing tools and secure portals for communication and submission.
Face-to-Face Delivery	Training conducted in-person in a physical location, allowing for real-time interaction between students and trainers.
Flexible Delivery	An approach to training that allows for variations in time, location, pace and mode of learning to suit the needs of individual students.
Online Delivery	Training and assessment conducted entirely via digital platforms, without in-person contact, often using a combination of recorded content, live sessions and online assessments.
Reasonable Adjustment	A modification made to training or assessment processes to accommodate the needs of a student with disability or other identified support needs, without compromising the integrity of the competency outcome.
Recognition of Prior Learning (RPL)	A formal and in-depth assessment process that recognises skills and knowledge gained through previous work experience, formal or informal learning and life experience, to determine whether competency has been achieved.
Training and Assessment Strategy (TAS)	A document that outlines how a qualification or skill set will be delivered and assessed, including details of units, delivery modes, duration, resources and assessment methods.
Training Product	Any qualification, skill set, unit of competency or accredited course listed on the National Register (training.gov.au) that an RTO is approved to deliver.
VET Student	A person enrolled in a nationally recognised vocational education and training course with SALC.
Working With Children Check	A screening process for individuals who work or volunteer with children, used to determine whether they pose a risk to the safety of children, as required under state legislation.

Procedure

1. Developing and Delivering Training

1.1. All training programs are developed to align with the requirements outlined in the relevant training product; including packaging rules, performance criteria and knowledge evidence.

1.2. Training and Assessment Strategies (TAS) are developed for each qualification, skill set or standalone unit delivered, detailing modes of delivery, structure, duration and required resources.

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1.3. Trainers and assessors ensure delivery is engaging and includes sufficient time for instruction, practice, feedback and assessment.

1.3.1 Engaging training is defined as training that includes planned opportunities for student participation, interaction and practice. The trainer ensures that sessions include discussion, questioning, practical activities and opportunities for learners to apply skills and knowledge, receive feedback and clarify understanding. Delivery is learner-centred, adjusted where required to suit the cohort, and designed to keep students actively involved rather than passively receiving information.

1.3.2 Training staff receive feedback on their delivery methods by manager observation, direct student feedback and through relevant feedback gained through student surveys.

1.4. Delivery methods (e.g. face-to-face, online, work-based) are selected to support diverse learner needs while maintaining alignment with training product outcomes.

1.5. Where applicable, work placements or community-based learning environments are arranged in line with training product requirements and host organisations are vetted to ensure they can support skill development.

1.5.1 For any external organisation hosting structured work placements, SALC enters into a formal Memorandum of Understanding (MOU). Each host organisation is also required to provide evidence of holding an adequate level of current public liability insurance prior to student placement commencing.

2. Conducting Assessment

2.1. All assessment tools used by SALC align with the training product requirements and ensure full coverage of performance criteria, knowledge evidence and performance evidence.

2.2. Commercial textbooks, learner guides or commercially available assessment tools may be used to support training and assessment, provided they are reviewed for relevance, contextualised where necessary and mapped against the unit requirements to ensure compliance.

2.2.1 SALC recognises that best practice in the current VET landscape is to develop in-house resources and pre-validate these rather than rely on third party assessment tools, which often meet compliance requirements but are frequently repetitive and generic.

2.3. All assessment tools are validated according to a validation calendar (or other extenuating triggers that require validation) to ensure they meet the principles of assessment (fairness, flexibility, validity, reliability) and the rules of evidence (validity, sufficiency, authenticity, currency).

2.4. Assessors apply assessment judgements in accordance with requirements of each unit and ensure that all aspects of performance and knowledge evidence are addressed.

2.4.1 Where appropriate, flexibility of the assessment tools are utilised if competency can be achieved without compromising the requirements of the unit.

2.5. Where reasonable adjustments are required, these are documented and implemented in line with learner needs and the integrity of the assessment process.

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2.6. Assessment outcomes are documented clearly and students receive timely feedback on their performance.

2.6.1 SALC's policy is to **provide feedback within 10 business days** of a first assessment submission.

2.7. All assessment records, including completed tools, evidence collected and assessor judgements, are digitised and retained in secured networked folders.

3. Credit Transfer and Recognition of Prior Learning

Outlined in detail in Policy "10. Recognition of Prior Learning and Credit Transfer P&P 2025"

4. Supporting Students Under 18

4.1. When delivering training and assessment to students under 18 years of age, SALC ensures that the content, delivery mode and learning environment are appropriate for their developmental stage and learning needs.

4.1.1 Trainers are supported to further their knowledge of supporting young people primarily through Professional Development opportunities and mentoring from experienced staff members.

4.1.2 Certain aspects of the training may be modified to be age-appropriate where deemed necessary, without compromising the integrity of the training package.

4.2. Trainers and assessors adapt their communication, supervision and engagement strategies to ensure younger students feel supported, included and safe throughout the learning experience.

4.3. All staff working with students under 18 must hold a valid *Working With Children Check* and current *RRAHN-EC training* (through the South Australian Department for Education's PLINK platform per current service agreement requirements with that Department).

4.4. Practical placements, excursions and other off-site activities involving students under 18 are planned with additional consideration for appropriate levels of supervision, assessment of additional risk for under 18s along with ensuring Department for Education or school-provided forms are correctly completed, with required input usually including nominated school staff and parents/guardians.

4.5. Student wellbeing is monitored proactively, with any concerns related to engagement, safety, or learning barriers promptly addressed in collaboration with student support staff, school staff and caregivers where appropriate.

5. Training Delivery Modes and Accessibility

5.1. SALC recognises the importance of offering flexible training delivery modes to support access and equity for all learners, including those in regional and remote areas, those with limited transport options and individuals who are unable to attend face-to-face classes due to work or personal commitments.

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5.2. While face-to-face delivery is preferred for its immediacy, engagement and opportunities for real-time support; online and blended delivery modes are offered in certain circumstances to ensure that training is accessible, inclusive and adaptable to diverse learner needs and circumstances.

5.3. All online and blended training is delivered in accordance with the training product's requirements, ensuring that students can acquire and demonstrate the full range of skills and knowledge regardless of delivery mode.

5.3.1 Interactive content, practical activities and timely trainer feedback are embedded to support engagement and comprehension.

5.4. Systems and processes are in place to uphold the integrity of training and assessment delivered through digital platforms.

5.5. Trainers and assessors delivering online or blended programs are supported with targeted professional development to maintain high standards of digital delivery and learner engagement.

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Extract from Standards:

Standard 1.1 Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

- P.I.(a) training is consistent with the requirements of the training product;
- P.I.(b) the modes of delivery enable VET students to attain skills and knowledge consistent with the training product;
- P.I.(c) training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment;
- P.I.(d) training techniques, activities and resources engage VET students and support their understanding; and
- P.I.(e) where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

Standard 1.3 The assessment system is fit-for-purpose and consistent with the training product.

- P.I.(a) the assessment is consistent with the requirements of the training product;

Standard 1.4 The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

P.I.(a) the assessment system facilitates assessment which must be conducted in accordance with the following principles:

- i fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
- ii flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student’s skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
- iii validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
- iv reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

P.I.(b) assessors make individual assessment judgements that are justified based on the following rules of evidence:

- i validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
- ii sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;

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- iii authenticity – the assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student; and
- iv currency – the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

Standard 1.7 VET students who have completed an equivalent training product are supported to obtain a credit transfer.

P.I.(c) decisions relating to credit transfer are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

Standard 4.3 Any risks to VET students, staff and the organisation itself are identified and managed.

P.I.(d) where it offers training or assessment to VET students aged under 18 – risks to their safety and wellbeing associated with the organisation's delivery of the training or assessment are identified and managed:

- i by having regard to the training content and modes of delivery