Training Delivery Policy

1.   Purpose

Smartskill is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015).   As such, Smartskill is required to provide clients with quality, flexible training and assessment that meets the requirements of Training Packages and VET Accredited Courses, is responsive to industry and client needs and provides access to relevant resources and services.

2.   Policy Statement

Smartskill is committed to providing high quality training and assessment products and services, providing clients access to flexible learning options to accommodate diverse and varying learning styles and needs.

Smartskill 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
    - facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
- All requirements, as specified in training packages or VET Accredited course on 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;
- Courses are offered with a choice of assessment options.

3. Definitions

3.1 The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

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;

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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 clients, 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 approach 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.

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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 which contains industry advice to RTOs on different aspects of implementation.

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

4.   Policy Principles

4.1 Underpinning Principles

c)   Training and Assessment Strategies are developed for all training products. (See Training and Assessment Strategies and Resources Policy)

d)   Training Delivery modes and methods are determined and developed in consultation with industry during development phase of training programs. (See Training and Assessment Strategies and Resources Policy)

e)   All training and assessment is conducted in accordance with the documented Training and Assessment Strategy.

f)   Smartskill can support flexible delivery modes for all courses being offered, including on and off the job, distance and blended learning approaches.

g)   Various instructional/delivery methods may be deployed for the delivery of training programs, including (but not limited to) :
   i.   trainer presentations and teaching,
   ii.   lectures,
   iii.   audio/visual presentations,
   iv.   demonstrations,
   v.   group discussions,
   vi.   individual and/or group activities,
   vii.   hands-on activities, skills practices and role plays,
   viii.   individual training using workplace environment and projects.

h)   A general philosophy is that much of the learning and assessment is to be integrated into the learners workplace (as much as possible).

i)   Clients 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.

4.2 Mode of Delivery

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

   i.   **Classroom: Trainer – Led**
      Clients 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 full content to clients as they progress through the learning of 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 clients engaging in group discussions and activities. Clients are provided with assessments to undertake/complete and submit to demonstrate their competency.

This teacher-led delivery mode has the advantage of providing a focussed, controlled environment for acquiring the skills and knowledge necessary. Clients 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 gives clients 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 clients with limited prior exposure/experience/ knowledge with course content and skills.

ii. **Classroom: Facilitated learning**
This is a form of blended learning approach whereby clients 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 clients 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. Clients 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 clients will complete group discussions and activities. Clients 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 clients opportunities to assimilate learning and practice self-direction and reflection.

This mode of delivery suits clients who already have some exposure/experience/ knowledge in the workplace relative to the course content and skills.

iii. **Tutorial & Assessment Coaching**
This is primarily a self-paced learning approach whereby clients 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 clients will have the opportunity to attend (2) hour tutorial (face-to-face) sessions where the trainer provides advice and feedback on assessment processes for the program. Learners are provided with assessment tasks/assignments to complete and submit for assessment to demonstrate their competency.

iv. **Distance Learning (Correspondence / Online)**
This is a self-paced learning approach whereby clients receive a full set of learning and assessment resources. Clients learn at their own pace and have access to and support from industry professionals who are qualified trainers and assessors via telephone, email, chat, Skype etc. Once Clients have completed their learning and assessments they forward their completed assessment back to Smartskill for judgment on competency.

v. **Workplace based – Traineeship**
This is a structured self-paced learning approach in the workplace, whereby clients receive a full set of learning and assessment resources, including a workplace training record book, where they record workplace experiences. Clients and workplace supervisors are consulted and an agreed training plan is provided to all parties. Workplace supervisors play a key role in ensuring that successful completion of the workplace learning approach. A qualified Trainer/Assessor visits the workplace once per one-two (1-2) month/s to confirm the learning and assess the client on competencies - as agreed in the training plan. The client and workplace supervisor will also complete the training record book activities in between trainer visits. Communication, support and access to the trainer / assessor is available and facilitated via telephone, email, chat, Skype etc.

This mode of delivery suits clients 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.

vi. **Assessment Only – Recognition (RPL)**
Where clients choose an assessment only mode they receive full set of assessment resources, with ongoing communication and support from an industry professional who is a qualified assessor. No learning materials are provided for this mode.
(See Recognition Policy and practices)

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

4.3 Workplace Training

a) If a client is not currently employed they will be encouraged to seek work experience throughout their training.
b) Smartskill will negotiate with the client and the workplace management, to ensure appropriate arrangements for the confidential treatment of workplace information, and interactions with the workplace.
c) Smartskill will ensure that where the client uses evidence from their workplace as demonstration of their competence, the client obtains prior approval from the workplace management for the information/documentation to be taken from the workplace and provided as evidence to the Smartskill for assessment.

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d) Smartskill will sign a workplace approval/agreement advising clients 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) Smartskill ensures that should site visits be required for training and assessment that the Smartskill representative is aware of the privacy, confidentiality and commercial sensitivity of the business.

f) Smartskill ensures it has permission from the workplace management for the conduct of training and assessment in the workplace environment.

g) Smartskill ensures that client will be informed of any requirement to interview workplace managers, colleagues or clients, and that this is approved by those parties involved.

h) Smartskill ensures the confidentiality of individuals who may be involved in any workplace interviews, such as managers, colleagues and clients.

i) Smartskill ensures that trainers and assessors receive relevant site inductions prior to entering a workplace, in consultation with site management.

4.4 Training & Assessment Resources – for Trainers and Assessors

a) Smartskill 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. Client Nomad 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) Smartskill provides the relevant facilities and equipment required as prescribed in the Training and assessment strategy and to accommodate the number of learners.

4.5 Conducting Training

a) Training sessions will be provided at:
    i. Smartskill Training rooms; or
    ii. on-site at the clients' premises (away from the normal work routine); or
    iii. a contracted training room arranged by Smartskill.

b) The degree to which learning occurs depends on how the client 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 Training and assessment strategy and training and assessment resources provided giving particular attention to their functions of teaching, and managing clients and the learning environment.

d) Trainers as leaders are required to guide, inspire and supervise the clients so that they attain their learning outcome.

e) Trainers are required to encourage clients to be responsible for their own learning. Controlling the learning activity enables the trainer to monitor the progress of the learning experience.

   f) Other Trainer functions include:
  i. Prior to the commencement of training, trainer / assessor will assess the area to identify hazards which could pose threat to safety of clients.
  ii. Planning the learning environment, ensuring it is safe and conducive to learning;
  iii. Consulting with Smartskill management and administration staff on administrative and training procedures;
  iv. Monitoring and reporting training progress and success;
  v. Monitoring and reporting on clients readiness for assessment.
   g) Trainers are required to ensure all course documentation is fully completed and provided to Smartskill administration staff, immediately following training delivery. (See Records Management Policy)
  This includes, but is not limited to:
  i. Attendance records;
  ii. Site Visit forms;
  iii. Training Environment safety evaluation;
  iv. Client – Evaluation forms;
  v. Trainer – Evaluation form;
  vi. Course Report

4.6 Premises, equipment and facilities

a) Smartskill will ensure that clients have access to sufficient facilities and equipment required to accommodate the number of clients 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 replacement of equipment should be put in place where practical to do so.

4.7 Language, Literacy and Numeracy

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

5.   Trainer and Assessor Requirements

Smartskill will only engage appropriately qualified trainers and assessors for the delivery of training and assessment services, in accordance with the Standards for RTOs 2015 including Schedule 1. (See Staff Policy)

6. Access & Equity

The Smartskill Access & Equity Policy applies. (See Access & Equity Policy)

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7. Records Management

All documentation from Training Delivery processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

8. Monitoring and Improvement

All practices for Training Delivery are monitored by the Director Smartskill and areas for improvement identified and acted upon. (See Continuous Improvement Policy)