

LATROBE COLLEGE OF ART AND DESIGN

TRAINING & ASSESSMENT PP

Standards for RTOS 2015, Standard 1.1 -1.27

POLICY

LCAD ensures students, employers, and Industry that its training and assessment has integrity, currency, and value. The college aim is to establish a reputation as a quality college with programs sought after in its specialised field.

LCAD will meet all requirements of training packages and their qualifications and will be responsive to learners needs. The college is committed to developing and maintaining quality and industry recognised learning & assessment strategies for its students.

LCAD will use qualified, experienced, and appropriate teachers with a reputation in their respective fields of practice.

LCAD will establish teaching and learning facilities and equipment and support services suitable for each qualification specialisation it delivers on scope.

The below lists the items under Standard 1 of Training and Assessment under the Standards for RTO's 2015, and how LCAD meets the requirements

1.1. To be compliant with Standard 1 the RTO must meet the following:

The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

LCAD is Consistent with Requirements of the Training Package

The college systematically documents and details its learning programs to ensure that they are consistent with the requirements of the training package qualification and units of competency through its **Training and Assessment Strategies (TAS)** for each qualification it delivers on Scope.

It details the facilities and resources it provides for the learning and teacher. It also details the nature of the learner cohorts and their required level of Learning, Literacy and Numeracy skills they must have to meet the requirements of the qualification.

Volume of Learning

The TAS also details the Volume of Learning required to complete the coursework to reach qualification. LCAD bases its Volume of Learning in the AQF on the Victorian Purchasing Guide which recommends the hours required to complete a unit of competency through its list of nominal hours. LCAD contact and course hours are also influenced by the kinds of learning skills required and the relationship with other study units, as well as how delivering modules or clusters of units of competency can affect the hours required to complete a unit.

Training & Assessment Strategy (TAS)

The college selects a training package that includes the qualifications that best suit its students' needs. LCAD will apply to ASQA to be approved to deliver any qualifications. On approval, ASQA will list the LCAD's qualification on Training.Gov.Au.

For each qualification under its scope, LCAD will develop a TAS which details its plans for delivering training and assessment to its student cohorts.

LCAD is approved to offer the following training package: CUA - Creative Arts & Culture Training Package

LCAD is authorised to offer certain qualifications that are listed under its scope and detailed on Training.Gov.Au.

For each qualification it has on scope the college has a full set of training and assessment plans, outlines, tools, and guides,

The TAS for each qualification delivered at LCAD include a list of core and elective Units Of Competency which follow the qualification packaging rules. It also includes various details about student cohorts, literacy and numeracy requirements, timetable, teaching resources, volume of learning, assessment strategies, including RPL and CT, and entry level requirements.

Location for each TAS is: D:\LCAD Dropbox\Latrobe College\COURSES\DIPLOMAS
MCI 7 Training Package & TAS CHECKLIST

1.2. For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner regarding: the existing skills, knowledge, and the experience of the learner;

S11.10 APPLICATION & ENROLMENT PROCEDURE PP
S11.4 ASSESSING APPTITUDE OF APPLYING STUDENTS PP

a) the mode of delivery; and

Mode of Delivery

The college's Training and Assessment Strategies (TAS) plans detail the assessment and delivery arrangements of its courses, as well Recognised Prior Learning and Credit Transfer arrangements. See Training and Assessment Strategies (TAS) kept with each individual qualification under

- b) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Study Units

The college's **TRAINING AND ASSESSMENT STRATEGIES (TAS)** plans detail how each study unit along with its underpinning Unit of Competency, within each qualification, will be delivered and assessed. Students completing only selected units of the full qualification will receive a Statement of Attainment and a Transcript of Results, displaying the study they have completed and what remains to finish the qualification if they choose to do so.

Individual or clusters of units of competency are assessed through LCAD study units delivered as coursework or through RPL. The outline for each study unit contains all details and is given to each teacher and student.

Location - D:\LCAD Dropbox\Latrobe College\COURSES\DIPLOMAS\O Outlines

- 1.3. a) The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient: trainers and assessors to deliver the training and assessment;

Teachers and assessors

It is the policy of LCAD to always employ teachers with strong involvement, experience or profile in industry.

Each teacher's file includes resume details and copies of their qualifications which the originals have been witnessed and the copies authenticated.

The teacher's contract details all the items that the teacher must comply with as required of them as a VET teacher.

An annual checklist used by the college is designed to check that the teacher is maintaining their industry currency and vocational competency and that their annual reviews have been completed.

The college uses key industry art, design and photography teaching staff, many having extensive exhibition practice history and high profiles in tertiary art education within university and or TAFE institutions. LCAD holds formal meetings with all art staff once a year to go through college training, assessment, course resources and improvements. Many of the staff are part-time and also work for other art colleges such as RMIT, RMIT TAFE, VCA, Monash, Victoria University, LaTrobe University Bendigo and Australian Catholic University which brings a huge wealth of knowledge to LCAD of current practice of art & design training in Victoria.

TS3 TEACHER & ASSESSOR COMPETENCIES PP

MCI 2 TEACHER AND STAFF CHECKLIST

- b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment.

Student Support

LCAD has in place the following policy and Procedure to demonstrate it supports learners' needs who are enrolled in courses at the college.

S32 STUDENT SUPPORT SERVICES

- c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and

Teaching Resources

The college develops, updates, and maintains a comprehensive set of resources for both teachers and learners.

LCAD has developed a TAS, study units outlines, lesson plans, projects and briefs, assessment tools and guides for each qualification it is approved to deliver to train and assess students to completing units of competencies:

TAS Training and Assessment Plan

O Study Unit Outlines

L Lesson Plans

PATs Project Assessment Tools

KTs Knowledge Tools

P Projects

RPL assessment tools

The location for all the above is: D:\LCAD Dropbox\Latrobe College\COURSES\DIPLOMAS

- d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

Facilities

The college has established and maintains complete, fully equipped, and up-to-date facilities for students undertaking training whilst enrolled in the college.

It has factored in the capacity of the facilities through the document

P4 STUDENT CAPACITY.

Resources

The college, established since 1995, has steadily developed and updated its comprehensive art studio, graphic design and photography facilities for training, delivering and assessing in all theoretical and practical aspects of the training in these disciplines in which we train students.

The College makes available to students a range of **industry standard resources** to conduct training in all the selected units of the qualifications it has on scope. This will include making accessible four main art digital and studios as well a student gallery. Three studios will include tables, chairs, stools, easels for each student, student storage lockers, cleaning areas, painting racks, lights, ventilation, display spaces, printing press, digital display, lecture monitors, whiteboards, library resources, internet access, computers,

DSLR cameras, up-to-date software, kitchens, private work areas, printing and photocopy darkroom facilities. The fourth studio has a complete digital set up of current IMACS each running current software packages for each program offered. There is one computer per person in each digital class.

P16 RESOURCES PP

1.4. The RTO meets all requirements specified in the relevant training package or VET-accredited course.

The coordinator ensures that:
All Learning and assessment materials designed and or produced by LCAD or by organizations and used by LCAD will meet the requirements of the training package qualifications and Units of Competency.

P2 ENSURING QUALITY TRAINING PP

Industry Relevance

1.5. The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

LCAD consults with industry and its training and assessment practices are informed by industry engagement.

P9 INDUSTRY ENGAGEMENT & SUPPORT PP

1.6. The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:

a) Its training and assessment strategies, practices and resources; and

ME 3 TEACHERS ADVISORY GROUP MINUTES
MCI 11 TEACHER QUESTIONNAIRE SUMMARY & ACTION
ME 4 OTHER INDUSTRY (VISITING PROFESSIONAL) REVIEWS
ME 1 CQG REVIEW MINUTES
MCI 25 INDUSTRY EVALUATION

b) the current industry skills of its trainers and assessors.

See the college policies:
TS 3 TEACHER & ASSESSOR COMPETENCIES
TS18 MAPPING Q+PD MATRIX (which links and details the teacher's professional experience and qualifications to their teaching/ assessor role at LCAD)

This document is reviewed annually as part of the review to maintain currency of their skills and knowledge. See following:
TS16.4 TEACHER & STAFF RECRUITMENT
TS3 TEACHER CONTRACT & PD

Learner support

1.7. The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

S11.10 APPLICATION & ENROLMENT PROCEDURE PP
S11.4 ASSESSING APPTITUDE OF APPLYING STUDENTS PP
S30 STUDENT SUPPORT SERVICES

Assessment

1.8. The RTO implements an assessment system that ensures that assessment (including recognition of prior learning)

P11 TRAINING & ASSESSMENT PP

a) complies with the assessment requirements of the relevant training package or VET accredited course; and is conducted in accordance with the Principles of Assessment

The college's delivery and assessment arrangement, including RPL will always follow the Principles of Assessment and Rules of Evidence.

A Training and Assessment Strategy (TAS) is developed for each qualification delivered at LCAD.

Including study unit lesson plans, outlines and assessment tools

D:\LCAD Dropbox\Latrobe College\COURSES\DIPLOMAS

S29 ASSESSMENT & RE-ASSESSMENT PP
S29 ASSESSMENT REASONABLE ADJUSTMENT

Principles of Assessment

Fairness	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.
Flexibility	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.

Validity	Any assessment decision of the RTO is justified, based on the 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; and judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

Validity	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.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	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.

1.9. **Validation**

The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration

- a) when assessment validation will occur;
- b) which training products will be the focus of the validation;
- c) who will lead and participate in validation activities; and
- d) how the outcomes of these activities will be documented and acted upon.

1.10 For the purposes of Clause 0, each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.

This is checked through the college's validation processes.

1.11 For the purposes of Clause 1.9, systematic validation of an RTO's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the instance of delivery and assessment of the training product being validated, and who collectively have:

- (i) vocational competencies and current industry skills relevant to the assessment being validated.
- (ii) current knowledge and skills in vocational teaching and learning; and
- (iii) the training and assessment credential specified in Item 2, or Item 5 of Schedule 1.

Industry experts may be involved in validation to ensure there is the combination of expertise set out above.

P15 VALIDATION OF ASSESSMENT PP
MCI 14 Master VALIDATION REPORT

1.12 **Recognised Prior Learning (RPL) and Credit Transfer (CT)**

The RTO offers recognition of prior learning to individual learners.

S7 CT PP and S7 RPL PP
RPL study units can be accessed at D:\LCAD Dropbox\Latrobe College\COURSES\DIPLOMAS\RPL

1.13 **Trainers and Assessors**

LCAD will at times invite visiting artists and industry professionals to work with students and teachers and be under direct supervision of another senior teacher with industry currency and certificate IV credentials. They may also invite visiting artists that have industry credentials but cannot teach directly. Visiting artists and supervised teachers must not determine assessment outcomes.

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.
The teachers and assessors must be prepared to upgrade their qualification when it has been upgraded to a newer version

1.14. The RTO's training and assessment is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1.

1.15. Where a person conducts assessments only, the RTO ensures that the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

1.16. The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

TS2 TEACHER & ASSESSOR COMPETENCIES PP
TS16.4 TEACHER & STAFF RECRUITMENT
TS3 TEACHER CONTRACT & PD

TS18 MAPPING Q+PD MATRIX (which links and details the teacher's professional experience and qualifications to their teaching/ assessor role at LCAD. This is an ongoing document whilst the teacher is employed and part of their annual performance and professional development process)
TS20 TEACHERS Performance Review REGISTER
TS22 SUPERVISED TEACHER PP
MCI 7 TRAINING PACKAGE, RESOURCES & TAS CHECKLIST
MCI 2 Teacher CHECKLIST

Individuals working under the supervision of a trainer

- 1.17 Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.
- 1.18 The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:
- a) holds the training and assessment credential specified in Item 6 of Schedule 1.
 - b) has vocational competencies at least to the level being delivered and assessed; and
 - c) has current industry skills directly relevant to the training and assessment being provided.
- 1.19. Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.
- 1.20. Without limiting Clauses 1.17 - 1.19, the RTO:
- a) determines and puts in place:
 - i) the level of the supervision required; and
 - ii) any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
 - b) ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

TS22 SUPERVISED TEACHER PP

Delivery of the training and assessment qualifications for trainers and assessors

- 1.21 Deleted
- 1.22. to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.
- 1.23 To deliver the training and assessment credential specified in Item 1 or Item 2 of Schedule 1, or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:
- a) hold the training and assessment credential specified in Item 7 of Schedule 1; or
 - b) work under the supervision of a trainer that meets the requirement set out in a) above.
- 1.24 The RTO must ensure that any person working under supervision for the purposes of Standard 1.23 b):
- a) does not determine assessment outcomes; and
 - b) holds the training and assessment credential specified in Item 2 of Schedule 1.
- 1.25 to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).

NOT APPLICABLE TO LCAD

Transition of training products

- 1.26 Subject to Clause 1.27 and unless otherwise approved by the VET Regulator, the RTO ensures that:
- S11.14 LEARNER TRANSITION PP
MCI 4.0 COLLEGE Compliance CHECKLIST
MCI 7 Training Package, Resources & TAS
- 1.27 The requirements specified in Clause 1.26 (a) do not apply where a training package requires the delivery of a superseded unit of competency.