



Eminent College of Education Pty Ltd
RTO #45060

Policies and Procedures

Table of Contents

Quality Management Policy and Procedure	3
Sample Internal Audit Checklist	7
Midpoint Feedback Form.....	10
Continuous Improvement Register	14
Quality Indicators Policy and Procedure	15
Complaints and Appeals Policy & Procedure	17
Complaints and Appeals Form	21
Complaints and Appeals Register	22
Compliance with Standards for RTOs 2015	23
Conducting Assessments Policy & Procedure	25
Credit Transfer Policy and Procedure	31
Credit Transfer Application Form	33
Enrolment Process Policy and Procedure	35
Industry Engagement Policy & Procedure	37
AQF Qualifications & Statement of Attainment	39
Policy & Procedure	39
Marketing & Promotional Material Policy & Procedure	45
Marketing & Promotional Material Checklist	47
Meeting Individual Learner Needs Policy	48
Notification of Significant Changes to the RTO.....	50
Policy and Procedure	50
Records Management Policy & Procedure	51
RPL Policy and Procedure	54
Staff Induction Policy & Procedure	57
Student Support Services Policy and Procedure.....	62
Trainer Professional Development Policy & Procedure.....	63
Trainer Professional Development Log.....	65
Trainer Professional Development Plan	66
Training Package Transition Policy & Procedure	67
Unique Student Identifier Procedure	71
Validation Policy & Procedure	72
Validation Checklist	75
Validation Schedule (Template).....	80
Practical Placement & Work Based Training Policy / Procedure	81
Work Placement Agreement	87

Quality Management Policy and Procedure

1. Policy

This Policy & Procedure supports the Standards for Registered Training Organisations 2015 in ensuring Eminent College of Education is delivering quality training and assessment and is able to adapt to client needs as required. It is also able to ensure that the RTO is able to act in a responsive manner to all identified issues and areas of concerns.

It provides a range of systems and processes to ensure that all stakeholders of Eminent College of Education are able to contribute to the development and improvement across the Registered Training Organisation.

2. Procedure

Eminent College of Education is committed to ensuring it is able to provide quality training and assessment services, ensure compliance, and effectively react to changing customer needs, compliance requirements, and feedback from stakeholders. The RTO will ensure that all staff are actively and regularly involved in formal meetings to provide relevant information and support to staff and allow staff the opportunity to suggest improvements and identify areas of concern.

The Quality Management process is ultimately managed by the CEO and implemented by the CEO.

The following activities are undertaken to ensure all staff are involved in the continuous improvement and quality processes.

2.1 RTO Meetings

RTO meetings are held **MONTHLY** and will follow a set agenda and will be minuted. The RTO meetings are attended by:

- CEO
- Trainers / Assessors
- Administration Staff

The minutes of these meetings will be reviewed by the CEO to ensure all activities of the RTO are monitored.

The meetings ensure that the current activities, requirements, and general overview of the RTO operations are undertaken and reported to the CEO through these meetings. Topics discussed may include:

- Compliance items
 - Identify any compliance issues, concerns or achievements
 - General ASQA updates
 - Updates regarding the Standards for Registered Training Organisations 2015
 - Policy & Procedure updates
 - Other regulatory requirements
 - Discuss any continuous improvement undertaken
 - Identify and discuss and policy and procedure amendments
 - Updates of any Training Package or version changes / updates
 - Any changes to any qualifications on Scope of Registration
 - Student Management System (Database) updates

- General Training Items
 - Discussion on the courses (i.e. student numbers, student progress, completion numbers, students on intervention, training resources)
- Current Course Overview
 - An overview of the courses currently running
 - Progress reports on delivery and assessments within each course
 - Trainers to report and discuss students' course progress
 - Attendance and progress of students to be discussed
- Student Administration
 - Any student record issues
 - Assessment records and outstanding paperwork
 - General administration requirements
 - Database updates
- Feedback Summary
 - An overview of any student feedback that has been collected (either orientation, midpoint or completion feedback)
 - An overview of any staff feedback that has been collected
 - Complaints and appeals that have been logged
- Internal / External Validation Discussion
 - Network updates
 - Assessment / resource validations
 - Professional development undertaken by Trainers
- General Business
 - Any items that may be of relevance to the operation of the RTO.
 - Any proposed significant changes to the RTO (E.g. ownership, high managerial positions, financial viability etc)
 - Any OHS issues
 - IT updates/ issues
 - Other topics

2.2 Feedback:

Feedback is gained from the following stakeholders:

- Students
- Staff
- Employers (where applicable)

Feedback is gained through a variety of methods, as follows:

Student Feedback

Students are encouraged to bring any issues of concern they may have to the attention of appropriate staff as soon as possible. This ensures the ability for the RTO to address any immediate areas of concern.

Feedback shall be gained from the student at various points throughout the program at an informal level. The RTO shall also conduct formal feedback at two (2) occasions throughout the student course - midpoint and completion. For short courses a feedback form shall be completed at the end of the course.

Midpoint Feedback:

At the midpoint of the student's course of study, the students will be asked to complete a 'Midpoint Feedback Survey'. This allows the RTO to ensure that the student is satisfied with the services that the RTO is providing and that they are receiving the services outlined in their enrolment information.

The Midpoint Feedback Form will be administered by Student Administration Department and the relevant Trainer / Assessor. Completed surveys are to be submitted to the Student Administration Department.

A summary of the feedback collected is to be presented for review through the Trainer Meetings and Management Meetings / RTO Meetings where required action can be determined.

Completion Feedback:

Students are also asked to complete a 'Learner Questionnaire- Completion Survey' upon completion of their course of study.

The mandated 'AQTF Learner Questionnaire' questions are completed by the students. The data is collected and reported in accordance with the Ministerial Council's requirements.

A summary of the feedback collected is to be presented for review through the RTO Meetings where required action can be determined.

The questions contained in the survey can be viewed in the 'Learner Questionnaire Completion Survey' Document.

Employer Feedback

Feedback from employers will be used to obtain information on the quality of training and assessment being administered to their staff by the RTO. The views of the employer will provide a perspective on the quality and outcomes of the training, and will be utilised to support continuous improvement activities and to build and manage relationships with the employers.

Once per calendar year, the mandated 'Employer Questionnaire' forms will be provided to employers where the RTO has conducted training for their staff or where the RTO's students have been engaged in work placement over the last 12 months. The form is completed by the employer and submitted to Administration either directly or via a Trainer & Assessor.

From the data entry of the results of the 'Employer Questionnaires' reports will be run for analysis and evaluation in the Quarterly Review Schedule, which is conducted as part of the Quality Management Policy and Procedure.

Staff Feedback

Feedback is sought from Staff on the effectiveness and efficiency of the RTO's policies, procedures and service delivery. This feedback shall be gained through RTO Meetings, performance appraisals and informal discussions.

The RTO Meetings are held regularly, where staff are encouraged to provide feedback or suggestions on all aspects of the RTO's operation as an RTO. The meetings will have planned agendas with minutes taken and action required will be delegated and noted.

Feedback from staff appraisals shall be reviewed by the CEO.

Where any changes are to be made as a consequence of feedback; the change(s) must be documented in the Continuous Improvement Register.

2.3 Audits / Reviews

Internal Audit

The CEO shall ensure that at least annually an Internal Audit is conducted to ensure the RTO is maintaining compliance against the Standards for Registered Training Organisations 2015.

The Audit shall identify areas of risk in the learning and assessment processes, policy & procedure issues and breaches, and general areas of improvement throughout the RTO operations. Any issues identified are to be addressed through the RTO meetings.

External Consultation

To maintain and improve the quality of the RTO's education processes and outcomes the RTO may engage with external quality consultants when the CEO deems necessary.

The audit/review is to be documented through a checklist and report of any recommended courses of action to improve the practices and processes that were reviewed. Where an external consultant is employed to complete this task the checklist and report will vary but must be related to the current Standards for Registered Training Organisations 2015.

The internal audit may include the key personnel of the RTO including:

- CEO
- Trainers / assessors
- Administration staff

2.4 Validation of Training & Assessment Material

The RTO shall undertake Validation activities to identify areas for improvement in assessment instruments. See Validation Policy and Procedure for details.

2.5 Continuous Improvement Register

In completing any of the above quality processes there may be identified areas that require improvement or follow up action to be taken to ensure compliance is achieved. This improvement may be a small improvement such as a change in a document or a large scale improvement such as revising an assessment approach. Where an improvement requires a structured approach to the development, implementation, and management of the improvement, or the issue cannot be addressed immediately, appropriate action will be planned and implemented as required. These processes will be managed and monitored through the RTO Meetings.

All continuous improvements to be implemented will be documented on the 'Continuous Improvement Register.' This is the responsibility of the CEO to ensure the register is current and implemented.

The 'Continuous Improvement Register' and records of any related activities to investigate, review, or implement the action request are to be attached and filed within the continuous improvement folder.

Sample Internal Audit Checklist

Once an 'Area of Review' has been undertaken, the findings and the required action (if necessary) of the review are to be documented and sign and date the table below. Any examples/ supporting documents collected as evidence during the review are to be listed in the notes.

Area of Review	Tasks & Relevant Docs	Notes / Findings	Completed (Date & Sign)
Industry Consultation	<p>Ensure industry feedback has occurred and reported. Where industry feedback has not occurred schedule and allocate staff to gain the feedback and consult with industry in relation to the courses on Scope of Registration.</p> <ul style="list-style-type: none"> - Industry consultation questionnaire - Strategies for Training and Assessment 		
Training & Assessment Strategies	<p>Review all Training & Assessment Strategies to ensure they are current and up to date, reflect the Training Package requirements, and accurately outline how the course is delivered and assessed.</p> <ul style="list-style-type: none"> - Strategies for Training and Assessment for each course - Training Packages 		
Resources	<p>Ensure resources / learning materials are available and current for the training being delivered.</p> <ul style="list-style-type: none"> - Learning Materials 		
Premises and Equipment	<p>Review all premises and required equipment for the delivery and assessment of the courses on the Scope of Registration.</p> <ul style="list-style-type: none"> - Relevant council approval for permanent delivery locations - Equipment lists that are consistent with the strategies for training and assessment 		
Staff files	<p>Review staffing levels to ensure appropriate staff numbers are in place.</p> <p>Staff files are to be reviewed to ensure:</p> <ul style="list-style-type: none"> - Updated resumes - Relevant verified qualification are on file - Mapping document is completed for each trainer / assessor identifying relevant experience and qualifications for each unit being delivered / assessed. 		
Learning Materials and Assessment Validation	<p>Develop and implement learning materials and assessment validation schedule for all units on Scope of Registration. Ensure Validation schedule is being implemented.</p>		

Student Feedback and Complaints	Review all feedback received and identify any areas of concern and rectify as required. Review support services and client services and update where required.		
Training Package Update	Update on Training Packages. Review current Training Packages delivered and ensure current and correct versions of all courses are being delivered. Where a new Training package is identified implement the Transition to Training Packages policy and procedure.		
Legislation Requirements	Review all legislative requirements and if required update policies and procedures such as OHS, Access and Equity, and Privacy.		
Student Pre-Enrolment and Enrolment Process	Review student information, pre-enrolment process, and enrolment process.		
RPL and Credit Transfer	Review RPL and Credit transfer processes.		
Student records	Ensure student records process is being implemented and all records are up to date and accessible. All student files and assessment record sheets to be reviewed to ensure they are being correctly implemented and completed. Select a random sample of student records and conduct an audit to ensure the records are compliant with Standards for Registered Training Organisations 2015.		
Student Support services	Review Student Support Services.		
Qualifications and Statements of Attainment	Review the process of issuing qualifications and Statements of Attainment to ensure the integrity of the process. Review master qualifications and Statements of Attainment to ensure correct formats, information, and logos.		
Marketing Materials	Review all Marketing processes <ul style="list-style-type: none"> - Ensure process for approval ensures integrity - Review materials currently in use - Check all Nationally Recognised Training codes and titles - Check all logo's 		

Policies and Procedure review	Review all policies and procedures and ensure they are reflective of current RTO practices.		
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Midpoint Feedback Form

The purpose of this survey is to evaluate if you are satisfied with the services that Eminent College of Education is providing and that you are receiving the services detailed in the enrolment information.

Your response will be treated with confidence and will greatly assist with the review and continuous improvement of our RTO processes and procedures to provide quality educational services.

Student Name:	
Course enrolled in:	
Trainer & Assessor's Name:	
Date:	

DIRECTIONS

Along the scale beside each question, circle the number that matches most closely with your opinion as indicated by the numbers below:

5	4	3	2	1
Agree strongly	Agree	Unsure	Disagree	Strongly Disagree

1. RTO POLICY AND PROCEDURES

i) I found the pre-course material I received from Eminent College of Education, such as:

- Pre-enrolment information
- Instructions on how to access information
- Complaints & Appeals Procedures
- How to apply for Recognised Prior Learning (RPL)
- Access and Equity
- Fees and Charges

To be:

Clear and easy to read	5	4	3	2	1
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Helpful	5	4	3	2	1
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ii) I have found the RTO staff to be:

Knowledgeable of the RTO's Policy and Procedures	5	4	3	2	1
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iii) I have found the RTO Policies and Procedures to be:

Implemented fairly and reasonably	5	4	3	2	1
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2. TRAINING PROCESSES

i) I am finding that the training program and process is :

Being completed as described	5	4	3	2	1
Helpful	5	4	3	2	1
Meeting expectations	5	4	3	2	1
Well organised	5	4	3	2	1
As described in pre-enrolment information	5	4	3	2	1

ii) I have found that the training and assessment support and guidance available so far through my studies when required:

Helpful	5	4	3	2	1
Met expectations	5	4	3	2	1
Well Organised	5	4	3	2	1

3. TRAINERS AND ASSESSORS

i) I have found the Trainers and Assessors to be:

Knowledgeable	5	4	3	2	1
Helpful	5	4	3	2	1
Friendly	5	4	3	2	1
Clearly directed	5	4	3	2	1

ii) Access to the Trainers and Assessors has been appropriate regarding:

General inquiries	5	4	3	2	1
Support required for non-course issues of concern	5	4	3	2	1

4. TRAINING CONDUCTED

i) I am finding the course content:

Stimulating	5	4	3	2	1
Informative	5	4	3	2	1

Well organised	5	4	3	2	1
To be delivered within set timeframes	5	4	3	2	1
Allows ample opportunity for discussion	5	4	3	2	1
Prepared me for assessment	5	4	3	2	1
As described in pre-enrolment information	5	4	3	2	1

ii) I am aware of my current course progress in order to complete my training.

	5	4	3	2	1
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5. ASSESSMENTS CONDUCTED

i) The assessments undertaken so far in my course were:

Clear and easy to understand	5	4	3	2	1
Appropriate for the course	5	4	3	2	1
Fair and reasonable	5	4	3	2	1

6. ASSESSMENT TOOLS/TRAINING MATERIAL

i) The Training and Assessment materials and resources used throughout the course so far were:

Easy to understand	5	4	3	2	1
Well-presented	5	4	3	2	1

ii) I have found the training material/resources/assessments to be:

Appropriate to the training program	5	4	3	2	1
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7. SUPPORT SERVICES

i) Support has been made available if required

	5	4	3	2	1
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ii) Ability and process to access support services has been explained to me

	5	4	3	2	1
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iii) I am aware of how to access the Support Services Officer

	5	4	3	2	1
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iv) Whilst attending the RTO (including travel to and from the RTO) I feel safe

	5	4	3	2	1
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8. FURTHER COMMENTS

If you have additional comments, please use the space below:

Thank you for your feedback.

Continuous Improvement Register

Continuous Improvement to be implemented	Person responsible for implementation	Date of implementation and associated evidence

Quality Indicators Policy and Procedure

1. Policy

This policy & procedure supports the ASQA directive to collect and report data against the Quality Indicators (as currently found in the AQTF). Data Provision Requirement (DPR) 7 of the *Data Provision Requirements 2012* requires ASQA RTOs to provide an annual summary report to ASQA against the quality indicators.

This Policy and Procedure will ensure that Eminent College of Education is able to meet these reporting requirements and also assist their continuous improvement processes to strengthen training and business performance. It is also able to assist the RTO be able to act in a responsive manner to all identified issues and areas of concerns.

2. Procedure

2.1 Data Collection and Collation

Eminent College of Education is committed to ensuring it is able to provide quality training and assessment services and will engage in seeking learner and employer feedback regularly.

The RTO will ensure that all students are actively encouraged to provide feedback on their experience in undertaking a course with Eminent College of Education, and use the feedback to suggest improvements and identify areas of concern.

The following activities are undertaken to ensure that the Quality Indicators are being met and support the continuous improvement and quality process.

Learner Engagement

Eminent College of Education must gain feedback from student's using the 'Learner Questionnaire' available from the [ACER website](#).

The 'Learner Questionnaire' form is completed by all students upon completion of their course of study.. Student Administration will issue a copy of the survey to each student when issuing a Statement of Attainment or Qualification.

All completed and returned surveys will be reviewed by the CEO. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed by management at the RTO Meetings.

At the completion of each calendar year the CEO is required to collate all data for the year using the '[ASQA Quality Indicator Annual Summary](#)' form.

A copy of all completed Learner Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Employer Satisfaction

Eminent College of Education must gain feedback from employers using the 'Employer Questionnaire' available from the [ACER website](#).

The 'Employer Questionnaire' form is completed by all employers once per year.

All completed and returned surveys will be reviewed by the CEO. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed by management at the RTO Meetings.

A copy of all completed Employer Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

2.2 Reporting Quality Indicators Data

All data must be reported to ASQA by the 30th June of the following calendar year and the CEO will be responsible for this reporting process.

The CEO must submit their quality indicator data reports in full to qidata@asqa.gov.au

A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

Complaints and Appeals Policy & Procedure

1. Policy

This policy/procedure supports the RTO to provide a process for complaints and appeals to be heard and actioned. This includes any allegations that may involve the conduct of:

- the RTO, its trainers, assessors or other staff;
- a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or
- a learner of the RTO

All complaints and appeals received by Eminent College of Education will be viewed as an opportunity for improvement.

Despite all efforts of Eminent College of Education to provide satisfactory services to its students and clients, complaints may occasionally arise that require formal resolution. The following procedures provide students and clients the opportunity to have any issues relating to a substantiated complaint or appeal resolved and resolutions reached that attempt to satisfy all parties involved. This complaints and appeals process will be at no cost to the student or client (unless referred to a third party; see procedure for more details).

2. Procedure

The complaints and appeals policy and procedure and applicable form is made available to all students, potential students, and clients by directly contacting the RTO and within the student information handbook.

2.1 General Complaints

Where possible all non-formal attempts shall be made to resolve the issue. This may include advice, discussions, and general mediation in relation to the issue and the complainant's issue. Any staff member can be involved in this informal process to resolve issues but once a complainant has placed a formal complaint / appeal the following procedures must be followed:

- Any student, potential student, or third party may submit a formal complaint to Eminent College of Education with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for accessing the internal complaints and appeals process.
- Complainants have the right to access advice and support from independent external agencies / persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the CEO.
- Any person wishing to submit a formal complaint or appeal can do so by completing the 'Complaints and Appeals Form' and state their case providing as many details as possible. This form can be gained by contacting Student Administration at the RTO, or through the RTO website.
- All formally submitted complaints or appeals are submitted to the Student Administration. Complaints are to include the following information:
 - Submission date of complaint
 - Name of complainant;
 - Nature of complaint ;
 - Date of the event which lead to the complaint
 - Attachments (if applicable)

- Once a formal complaint is received it is to be entered into the 'Complaints and Appeals Register' which is monitored by the CEO regularly. The information to be contained and updated within the register is as follows:
 - Submission date of complaint
 - Name of complainant
 - Description of complaint / appeal
 - Determined Resolution
 - Date of Resolution
- When a complaint is received, the CEO will acknowledge receipt of the complaint within 5 working days
- The CEO will provide details of the complaint to all persons identified in the complaint, and any persons directly affected by the complaint
- A complainant may be assisted or accompanied by a support person regardless of the nature of the issue or complaint throughout the process at all times.
- A complainant will be provided with the opportunity to present their side of the complaint to the persons hearing the complaint
- The CEO shall then refer the matter to the appropriate staff to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint. In the unlikely event that the complaint is not finalised within 60 calendar days, the RTO shall ensure that the complainant shall be provided reasons for the delay, and will be regularly kept informed and updated of the progress of the matter.
- Once a decision has been reached the CEO shall be required to inform all parties involved of any decisions or outcomes that are concluded in writing. Within the notification of the outcome of the formal complaint the complainant shall also be notified that they have the right of appeal. To appeal a decision the RTO must receive, in writing, grounds of the appeal. Complainants are referred to the appeals procedure.
- The CEO shall ensure that the RTO will act immediately on any substantiated complaint. If the internal or any external complaint handling or appeal process results in a decision that supports the complainant, the registered provider must immediately implement any decision and/or corrective and preventative action that is required, and advise the complainant of the outcome.
- Copies of all documentation, outcomes and further action required will be placed into the 'Complaints and Appeals Register' by Student Administration and on the students file / complainants file.

2.2 Appealing a Decision

All complainants have the right to appeal decisions made by Eminent College of Education where reasonable grounds can be established. The areas in which a complainant may appeal a decision made by Eminent College of Education may include:

- Assessments conducted
 - Deferral, suspension, or cancellation decisions made in relation to the student's enrolment
 - Or any other conclusion / decision that is made after a complaint has been dealt with by Eminent College of Education in the first instance.
- To activate the appeals process the complainant is to complete a 'Complaints and Appeals Form' which is to include a summary of the grounds the appeal is based upon. The reason the complainant feels the

decision is unfair is to be clearly explained and help and support with this process can be gained from Student Administration.

- The CEO shall then determine the validity of the appeal and organise a meeting with all parties involved in the matter and attempt to seek resolution where appropriate.
- The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.
- The CEO shall ensure that Eminent College of Education acts on any substantiated appeal.
- Where an appeal has been lodged it will be defined into one of the following categories and the appropriate procedures followed:

General appeals

- Where a complainant has appealed a decision or outcome of a formal complaint they are required to notify Eminent College of Education in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal.
- The appeal shall be lodged through Student Administration and they shall ensure the details of the appeal are added to the 'Complaints and Appeals Register'.
- The CEO shall be notified and shall seek details regarding the initial documentation of the complaint and shall make a decision based on the grounds of the appeal.
- The complainant shall be notified in writing of the outcome with reasons for the decisions, and the 'Complaints and Appeals Register' updated. The complainant shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The complainant is required to notify Eminent College of Education if they wish to proceed with the external appeals process.

Assessment appeals

- Where a student wishes to appeal an assessment they are required to notify their Trainer & Assessor in the first instance. Where appropriate the Trainer & Assessor may decide to re-assess the student to ensure a fair and equitable decision is gained. The Trainer & Assessor shall complete a written report regarding the re-assessment outlining the reasons why 'competency' was or was not granted.
- If this is still not to the student's satisfaction, the student shall formally lodge an appeal by submitting a written letter outlining their reasons for the appeal. They shall lodge this with student administrations department and the appeal shall be entered into the 'Complaints and Appeals Register.'
- The CEO shall be notified and shall seek details from the Trainer & Assessor involved and any other relevant parties. A decision shall be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a 'third party'. The third party shall be another Trainer & Assessor appointed by Eminent College of Education .
- The student shall be notified in writing of the outcome with reasons for the decision, and the 'Complaints and Appeals Register' updated. The student shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify Eminent College of Education if they wish to proceed with the external appeals process

2.3 External Appeals and Further Information:

External Appeals:

In addition to the above internal processes, if students enrolled with Eminent College of Education are still dissatisfied with the decision of the RTO, they may wish to seek legal advice or submit an application with an external dispute resolution process by a relevant body appointed for this purpose.

Where the RTO is informed that the student has accessed external appeals processes:

- The RTO will maintain a student’s enrolment until the external appeal process is finalised.
- The RTO will comply with the findings of the external appeals process.
- Where a decision or outcome is in favour of the complainant Eminent College of Education shall follow the required action and recommendation from the relevant external appeals organisation to satisfy the student’s grievance as soon as practicable.
The decision of the independent mediator is final and any further action the student wishes to take is outside the RTO’s policies and procedures. The student shall be referred to the appropriate government agencies and this information can be gained from the CEO.
- All records and correspondence in relation to an external appeal shall be maintained with the initial complaint and internal appeal documentation within the ‘complaints and appeals register’ and the student file for a minimum of 7 years.

The Dispute Settlement Centre of Victoria (DSCV) is a free dispute resolution and mediation service funded by the Victorian Government and may be able to assist resolve any outstanding complaint or issue with the complaint handling process. Further details and office locations for this service are available from <http://www.disputes.vic.gov.au/>

Organisation:	Disputes Settlement Centre of Victoria (http://www.disputes.vic.gov.au/)
Contact Point:	<u>Melbourne Office:</u> Level 4, 456 Lonsdale Street Melbourne VIC 3000 Tel: 1300 372 888 Fax: 8684 1311

Further information

If, after the RTO’s internal complaints and appeals processes have been completed, you still believe the RTO is breaching or has breached its legal requirements, you can submit a complaint to ASQA by visiting: www.asqa.gov.au

Except in exceptional circumstances, you must attach evidence to your complaint form showing:

- that you have followed your RTO’s formal complaints procedure, and
- the RTO’s response.

ASQA’s processes require you to identify yourself to ASQA as a complainant, although you may request that your identity is kept confidential throughout any investigation that ASQA undertakes.

Complaints and Appeals Form

The following is a cover sheet to support your complaint/ appeal. It is to outline your complaint / appeal and you are to attach any supporting documentation.

Please indicate what your grievance is (tick the appropriate box below):

Complaint

Initial notification of your dissatisfaction or an issue that has occurred

Appeal

Application to have the outcome of a complaint reviewed due to dissatisfaction with the process that has been followed in dealing with the initial complaint or to have an assessment decision reviewed.

Date of submission:	
Name of Complainant:	
Detailed Description Of Complaint / Appeal: (Include an outline of your complaint/appeal with details of dates and people involved) <div style="border: 1px solid black; height: 300px; margin-top: 5px;"></div>	
Signature:	
Date:	

Complaints and Appeals Register

Date of complaint or appeal	Complainant's name	Complainant relationship with RTO	Description of complaint	Staff member managing complaint	Outcome and Date complaint resolved

Compliance with Standards for RTOs 2015

This policy has been developed to provide an overview of how the RTO will ensure compliance with all requirements as specified in the Standards for RTOs 2015, and legislative requirements.

The RTO will ensure compliance is maintained with the Standards for Registered Training Organisations 2015 and legislative requirements through the following methods:

- Eminent College of Education has developed documented policies and procedures to address the requirements as specified in the Standards for RTOs 2015. The RTO will maintain a register of all documents relating to the provision of Nationally Recognised Training and will ensure version control procedures are implemented.
- Eminent College of Education will ensure that it regularly reviews the compliance requirements of the Standards for Registered Training Organisations 2015 and assesses its performance against these standards at least annually. This review will be undertaken through the implementation of the internal audit procedures described within 'Quality Management Policy and Procedure'. A written report indicating the status of compliance will be produced that can be reviewed and analysed to identify areas for improvement within Eminent College of Education. This review of the Standards for Registered Training Organisations 2015 will also ensure the RTO is maintaining its obligations under legislative requirements.
- Eminent College of Education will also conduct a range of further activities to ensure that compliance against the Standards for Registered Training Organisations 2015 is maintained throughout the RTO including but not limited to:
 - Staff training and professional development activities
 - RTO Meetings (including management and staff related meetings)
 - Annual audit process (Part of Quality Management policy and procedure)
 - Validation activities
- Legislative requirements will be reviewed and relevant documents updated as required as part of the Audit process. Eminent College of Education has incorporated the following legislative requirements into policies and procedures:
 - The Commonwealth Privacy Act 1998 (amended by the Commonwealth Privacy Amendment (Private Sector) Act 2006)
<http://www.privacy.gov.au>
 - National Vocational Education and Training Regulator Act 2011 (Vic)
<http://www.comlaw.gov.au/Details/C2011A00012>
 - The Equal Opportunity Act 2010 (Vic)
<http://www.legislation.vic.gov.au>
 - The Occupational Health and Safety Act 2004 (Vic)
<http://www.legislation.vic.gov.au>
 - The Victorian Information Privacy Act 2000 (Vic)
<http://www.legislation.vic.gov.au>
 - Charter of Human Rights and Responsibilities Act 2006 (Vic)
<http://www.legislation.vic.gov.au>
 - Working with Children Act 2005
<http://www.legislation.vic.gov.au>
 - The Racial and Religious Tolerance Act 2001 (Cth)
<http://www.comlaw.gov.au>
 - The Sex Discrimination Act 1984 (Cth)
<http://www.comlaw.gov.au>
 - The Disability Discrimination Act 1992 (Cth)

<http://www.comlaw.gov.au>

- The Copyright Act 1968 (Cth)

http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/

- Eminent College of Education will ensure that all learners and staff are made aware of the relevant legislation through the induction process, and this information will be included in the Student Handbook and the Trainer and Assessor Handbook.
- Eminent College of Education will ensure all data provision requirements are available upon request.
- Eminent College of Education will implement pro-active continuous improvement processes as documented through the Quality Management Policy and Procedure and will ensure that any areas that are identified as requiring improvement or immediate action are addressed appropriately. Where Eminent College of Education finds that it is not meeting all requirements of the legislation, the CEO will immediately implement processes to ensure that all legislation is complied with, and will:
 - Document these findings in the Continuous Improvement Register
 - Amend all relevant documentation
 - Advise all staff of the changes required
 - Advise students of the effect of the changes

Conducting Assessments Policy & Procedure

1. Policy

This policy and procedure is to be used by Eminent College of Education to ensure student assessments conducted meets the Principles of Assessment and Rules of Evidence and meet the Standards for RTO's 2015 and relevant Training Package.

The assessment policy and procedure covers all assessments to be conducted for Nationally Recognised Training provided by Eminent College of Education .

This policy and procedure is to be read in conjunction with the following documents:

- Training and Assessment Strategies
- Validation Procedure
- Industry Engagement Procedure

Students applying for Recognition of Prior Learning or Credit Transfer (National Recognition) should refer to relevant policies and procedures.

2. Procedure

2.1 Assessment Requirements (Principles of Assessment & Rules of Evidence)

Principles of Assessment

For an effective assessment system in a competency based environment, the following Principles of Assessment must be incorporated into the assessment process:

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>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.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • 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.

<p>Validity</p>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • 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.
<p>Reliability</p>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p> <p>Reliability requires:</p> <ul style="list-style-type: none"> • Assessment tasks and tools will be clear and unambiguous; • Assessment tools will include clear, consistent and specific assessment criteria; • Assessments will be conducted by qualified assessors ; • Assessments will be carried out within a system flexible enough to cope with multiple and diverse forms of evidence • Assessment tools will include comprehensive checklists for all practical assessments • Assessment tools will include assessor guides for all questions, allowing benchmarking against required competency levels • Validation and moderation of assessments will be conducted in accordance with Eminent College of Education 's Validation Procedure

Rules of Evidence

In addition to the above Principles of Assessment, the RTO must ensure that evidence of assessment is appropriate and meets the following Rules of Evidence when conducting assessments:

<p>Validity</p>	<p>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.</p> <p>Validity of assessments will be ensured by the implementation of the following :</p> <ul style="list-style-type: none"> • Assessment tasks will be clearly related to the units of competency • Assessment against units of competency and subjects covers the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject) • Assessment of knowledge and skills is integrated with the practical application of those knowledge and skills • Assessor guides have been prepared for all assessment tasks and these will be used by assessors in marking the learners' work • Validation and moderation of assessments is conducted in accordance with the RTO's Validation Procedure
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Sufficiency	<p>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.</p> <p>Sufficiency of evidence will require that:</p> <ul style="list-style-type: none"> • Assessment tasks are developed in accordance with the requirements of each unit of competency and are mapped to each unit • Assessor guides have been developed to ensure that assessors know what level of response is required of the learner • Validation and moderation of assessments is conducted in accordance with Eminent College of Education 's Validation Procedure
Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p> <p>Eminent College of Education will ensure that where the assessor does not observe the learner completing the assessment task, other measures will be implemented to confirm that the work was completed by the learner</p>
Currency	<p>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.</p> <p>As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current".</p> <p>Eminent College of Education will ensure that all assessments are current, in that the evidence is prepared by the learner in response to specific questions and role plays. Where learners apply for RPL or credit transfer based on evidence which is more than 3 years' old, additional evidence of current competency would be required in order to judge the learner as competent</p>

2.2 Assessment process and methods

Assessment is the process of collecting evidence and making a judgement on whether competency has been achieved as per the requirements of the training package. Eminent College of Education has designated assessment materials developed for each Unit of Competency included on the Scope of Registration. All assessments are to be conducted in line with the documented assessment tasks and requirements.

In general terms assessment methods may include:

- Written tests
- Calculation Tests
- Observation of practical skills in simulated environment
- Case studies
- Question and answer sessions
- Projects
- Assignments
- Any combination of above

There may be a clustered assessment approach to some units where appropriate and all assessment arrangements and details of assessment requirements will be documented through the relevant Strategy for Training and Assessment and student / assessor instructions within the assessment documentation.

2.3 Development of Assessment Instruments

Eminent College of Education will ensure that assessment instruments are available for each and every unit included in the Scope of Registration for the RTO. The CEO is required to ensure that assessment instruments are developed / purchased for each unit and that these assessment instruments meet the Principles of Assessment and Rules of Evidence as described above.

In developing assessment materials, Eminent College of Education will ensure that:

- The standards, assessment processes and all associated information are straight forward and understandable;
- Learners are fully informed of the assessment processes and the requirements to be judged as competent in each unit

In addition Eminent College of Education ensures the sufficiency of evidence by means of the following:

- Assessment tasks are developed in accordance with the requirements of each unit of competency and are mapped to each unit
- Assessor guides have been developed to ensure that assessors know what level of response is required of the learner
- Validation and moderation of assessments is conducted in accordance with Eminent College of Education 's Validation Procedure

2.4 Assessor Requirements

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area, and meet the below assessor requirements.

Training and assessment may only be delivered by persons who have:

- a) vocational competencies at least to the level being delivered and assessed;
- b) current industry skills directly relevant to the training and assessment being provided; and
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Assessors must also hold one of the following:

- TAE40110 Certificate IV in Training and Assessment or its successor.
- A diploma or higher level qualification in adult education.
- TAESS00001 Assessor Skill Set or its successor

It is crucial that assessors always understand and practise fair, objective, unbiased and flexible assessment processes. Eminent College of Education's Assessors are encouraged to contribute to the assessment strategy development and conduct the assessment process cognisant to existing best practice and research in the relevant field.

2.5 Preparing the candidate for Assessment

All students must be informed of the assessment process prior to undertaking the assessment tasks. The assessor must ensure that any candidate undertaking assessment is provided the following:

- Explanation of the context and purpose of the assessment and the assessment process
- Explanation of the Competency Standards to be assessed and the evidence to be collected
- Outline of the assessment procedure, the preparation which the candidate should undertake, and answer any questions the candidate may have
- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
- Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- Determination if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment
- Implement the assessment plan

2.6. Candidates with Special Needs and Reasonable adjustment

One fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Candidates with special needs should be offered the same opportunities as any other candidate.

As special needs extend to more than identified physical or learning difficulties, assessors will also need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background (e.g. mature aged students, students from culturally and linguistically diverse background).

An assessor must take special needs into consideration when assessing and depending on any specification given in the standards/training and assessment strategies, the assessor may be able to accept alternative evidence from a candidate with special needs. Each training and assessment strategy will have allowable reasonable adjustment processes identified for the assessor. If there is uncertainty, the assessor should refer the matter to the CEO.

2.7. Use of simulation in assessment

Where simulation of the workplace is used, such simulations must match the real workplace context as closely as possible. In particular, they should provide an assessment environment that allows for the demonstration of the broad concept of competency, notably:

- performing the task
- managing a number of different tasks
- coping with irregularities and breakdowns in routine
- dealing with the responsibilities and expectations of the workplace, including working
- with others
- transferring competency to new situations

The validity of simulations depends very much on how accurately the simulation mirrors real life situations. Simulations may include fully realistic 'mock ups' and more simple recreations of the workplace environment that 'set up' an event for the purposes of learning and/or assessment. Assessor may either expect the student to act as they would in real life, or to act and talk their way through the process. Simulations allow the assessor to 'stage' the situation in a realistic manner but within defined and repeatable contexts. This allows the assessor to apply the same simulation, or the same 'base' simulation with variations, to different students and/or to the same student over time.

Simulations must be:

- allowed within the constraints of the units of competency and Training Package being assessed
- carefully planned and managed by people with specialist training in simulation and/or in consultation with the training organisation involved
- fully debriefed and used as an active learning experience for the students and all others involved in the simulation
- used in balance with evidence from other sources to show evidence of consistent performance over time

When conducting and assessing simulations, it is recommended that:

- the task is aligned with the elements and performance criteria and it is structured accordingly
- clear and explicit information is provided to the students as to what is expected of students
- the task is authentic and real-world based
- learning experience is scaffolded, breaking tasks down to manageable size

When making a judgement about competence on the basis of evidence gained mainly through simulations—as with any other assessment judgement—the assessor will need to take account of both the wording and the 'spirit' of the competency, its relationship with other units of competency and current workplace practices. In some instances, a Training Package may state that certain units of competency can only be assessed in an 'actual' workplace setting.

2.8 Recording and Reporting the Assessment Decision

The assessor must:

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- Collect appropriate evidence and assess this against the Elements and Performance Criteria, Foundation Skills (where applicable), Assessment Requirements and Performance and Knowledge Evidence in the relevant Units of Competency. This will be achieved by following the instructions within the assessment instruments
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies (if required)
- Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- Record details of evidence collected and of outcome of each assessment Task (Satisfactory or Not Satisfactory)
- Make a judgement about competency based on the evidence and the relevant Unit[s] of Competency record the Unit outcome (Competent or Not Yet Competent)
- Record the assessment outcome on the required Eminent College of Education assessment documents
- Provide signed and dated assessment outcomes, and the original assessment to Student Administration
- Maintain the confidentiality of the assessment outcome

2.9 Feedback on the Assessment Outcome

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
- An opportunity for reassessment if appropriate or requested by the candidate

2.10 Reassessment and appeals process

Where a student has undertaken an assessment and it has been marked as 'Not yet Competent' (NYC), they may be allowed to re-sit the test/or have a re-assessment. Where a student has failed to satisfactorily answer a written assessment, the student will be required to complete a different assessment task. Where the assessment task involves observation either in a simulated environment or in the workplace, the student will be required to demonstrate the same skills as required in the first assessment task

If they are deemed 'NYC' for a second time they are to re-enrol into that unit/ subject.

The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- Provide the candidate with information on the reassessment and appeals process.
- Report any assessment decision that is disputed by the candidate to the CEO
- Participate any assessment appeal according to the RTO's policies and procedures (See Complaints and Appeals Policy and Procedure).

Credit Transfer Policy and Procedure

1. Policy

This policy ensures that Eminent College of Education will recognise the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The underlying principle of Nationally Recognised Training is that a student does not have to repeat training and assessment that has already been undertaken.

The RTO will ensure the following definition of Credit Transfer is implemented:

Credit Transfer: Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

2. Procedure

2.1 General information for individuals

All prospective and enrolling individuals must be informed in either print or electronic form of the opportunity to apply for Credit Transfer. Students are informed of credit transfer process in the Student Information Handbook, and are asked to identify if they would like to apply for a Credit Transfer in the Enrolment Form. Individuals can apply for Credit Transfer at any time.

2.2 Student request for Credit Transfer

- If a student wishes to apply for Credit Transfer they must complete the 'Credit Transfer Application Form' and include appropriate evidence to support the Credit Transfer application.
- The 'Credit Transfer Application Form' will specify the Units of Competency that the student is applying Credit Transfer for.
- The student is required to submit this application with associated evidence to Student Administration.

2.3 Assessment process

The assessment of all Credit Transfer Applications will be undertaken by the CEO. Any Credit Transfer applications received by Student Administration shall be passed to the CEO for assessment.

All Credit Transfer applications must be supported by the appropriate evidence. This may be in the form of Nationally Recognised Qualification or Statement of Attainment indicating exactly the same code and title as those included in the student application, or other documents of equivalence that are outside the AQF.

Where appropriate evidence is provided with the Credit Transfer application the CEO must grant the Credit Transfer. The CEO must complete the appropriate sections of the Credit Transfer Application form to identify if the application has been granted or not.

Where Credit Transfer is 'Granted' this information will be communicated in writing to the applicant within 10 business days of completion of the assessment, and the Qualification / Statement of Attainment will then be issued or the training program adjusted accordingly.

Where Credit Transfer is 'Not Granted' students will be notified in writing of the outcome within 10 business days of completion of the assessment. The written communication to the student is to including a reason for refusal (where applicable).

In all cases, a copy of the Credit Transfer documentation and verified copies of the relevant Qualification/ Statement of Attainment and outcome will be kept in the student's file.

Credit Transfer Application Form

Credit Transfer

If you have any prior Nationally Recognised Certificates or Statements of Attainment completed within Australia, they may be eligible for Credit Transfer. You must be able to present an original certificate with competencies containing nationally recognised titles and codes. If any of these unit title and codes identically matches the units that you are enrolled, you will be granted a Credit Transfer for that particular unit.

Student Name: _____

Student Number: _____

Course Enrolled: _____

Date of application: _____

In the table below, list the units that you wish to apply for a Credit Transfer.

Unit Code	Unit Title	Evidence Supplied	CT Granted (RTO to complete)

Student Declaration

Original copies of all Certificates / Statements of Attainment have been provided to Eminent College of Education to copy for the purposes of this Credit Transfer application and are original documents obtained through *accredited training* pathways.

Student name: _____

Signature: _____ Date: _____

RTO to complete:

- Original Certificates / Statements of Attainment(s) have been sighted?
Yes No

- Copies of all Certificates / Statements of Attainment(s) are attached to this application?
Yes No

- 'CT Granted' column above is completed?
Yes No

- Where CT is not granted a written explanation has been provided.
Yes No N/A

The above application has been reviewed and outcomes indicated. All original Certificates/ Statements of Attainments have been sighted and are attached to this application.

CEO name: _____

Signature: _____

Date : _____

Enrolment Process Policy and Procedure

1. Policy

This policy/procedure ensures that Eminent College of Education provides appropriate information prior to enrolment that allows all potential students to make an informed decision to study with the RTO. It also ensures a consistent enrolment process will be implemented for all students and that appropriate records will be maintained in all student files.

Eminent College of Education will assess all potential student enrolment applications to ensure they meet the enrolment requirements of the course and to confirm their ability to complete the qualification.

2. Procedure

The following procedure explains the process that is to be undertaken to enrol a student into a course of study. This process involves the student.

2.1 Pre-Enrolment information:

Students must be provided with the Student Handbook prior to enrolment. This document must contain information on:

- General Information (including any Govt. funding options that may be available)
- Student Attendance and Behaviour
- Complaints and Appeals
- Equity Commitment
- Occupational Health and Safety
- Privacy
- Access to Student Records
- Student Support Services
- Competency-Based Training and Assessment Process
- Recognition of Prior Learning (RPL) and Credit Transfer
- Language, Literacy and Numeracy
- Course Fee Refunds

2.2 Enrolment

Enrolment Form

All students must complete an enrolment form to confirm their enrolment. The 'Enrolment Form' shall contain as a minimum the following information:

- Identify the course or courses in which the student is to be enrolled and any conditions on his or her enrolment;
- Ask all AVETMISS questions
- List the nature of the guarantee given by the RTO to complete the training and/or the assessment once the student has commenced their study
- Government funding eligibility criteria (if applicable)
- Advise the student of his or her obligation to notify the registered provider of a change of address while enrolled in the course
- A declaration that all information, conditions, details of the enrolment are understood.

Pre- Training Review

The student is required to complete a LLN Activity to assess their language, literacy and numeracy ability to complete the course. This Activity forms part of the Pre-Training Review. This test will be assessed by a qualified Trainer and Assessor. If the student cannot complete the LLN test satisfactorily then an LLN Report will be completed which includes the required action to be taken to assist the student to be able to complete the course. If the student's academic issues are not able to be supported by the RTO internally, they will be recommended to the appropriate external support service (Eminent will charge a fee for referral however the external support service agency may charge a fee).

2.4 Unique Student Identifier

- It is a requirement that all learners must provide a Unique Student Identifier (USI) to Eminent College of Education before a qualification or statement of attainment can be issued.
- Eminent College of Education will include provision for the USI on the enrolment form.
- Upon receipt of an enrolment form from a learner, Eminent College of Education will confirm that the USI has been included on the enrolment form, and will verify that this USI is correct by using the Student Management System to check the USI through the USI Registry System
- If the learner has not included the USI on the enrolment form, they will be contacted and advised that the USI is required before any qualification or statement of attainment can be issued
- If the USI check returns a "not valid" response, the learner will be contacted and the USI will be confirmed. A further check will be made through the USI Registry System
- A notation will be made on the enrolment form that the USI has been confirmed as correct
- The confirmed USI will be included in the student details on the Student Management System
- Prior to the issuing of a Qualification or Statement of Attainment, the CEO will confirm that the student information on the Student Management System includes the learner's USI

2.3 Records

- The signed 'Enrolment Form' will be kept on the students file along with all other documents relevant to the student's enrolment such as the LLN Test and LLN Report (if applicable), External Site Checklist,
- Any original documents submitted as part of the enrolment process will be copied and maintained on the student file. All originals will be returned to the student.

Industry Engagement Policy & Procedure

1. Policy

This policy and procedure ensures that Eminent College of Education is providing training and assessment services that meet industry needs and maximise learners' opportunities for employment, advancement or further education.

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

Eminent College of Education will engage with relevant industry stakeholders for each industry area (& Qualifications) in order to:

- Design strategies for training and assessment
- Identify and/or develop suitable learning materials
- Identify appropriate methods of assessment
- Develop suitable assessment tools
- Identify the skills and knowledge required by its trainers and assessors
- Monitor the delivery and assessment of its programs

2. Procedure

2.1. Identifying appropriate Industry Representatives

Eminent College of Education will identify relevant industry personnel or organisations who can provide the feedback on the training and assessment practices for each Industry area. A minimum of two (2) Industry Representatives must be consulted and engaged for each delivery and assessment program.

Industry Engagement may take place with the following people or organisations:

- Business owners/ employers in that particular industry that the qualification that the Strategy for Training and Assessment is being developed for
- Business owners/ employers whose staff undertake accredited workplace training in the qualification that the Training and Assessment Strategy is being developed for
- Industry Councils
- Industry Consultants
- Industry Trainers and Assessors
- Other relevant stakeholders to Eminent College of Education 's training and business opportunities

Eminent College of Education will also ensure the collection of details about the Industry Representatives, such as:

- Name and company
- Description of how the representative is involved in the industry

2.2. Undertaking & Documenting Industry Engagement

Eminent College of Education will undertake Industry Engagement by providing a range of information in relation to the training and assessment program to the industry representatives, and seek feedback as to the most appropriate method of providing the training and assessment program, achieve suitable industry outcomes, and trainer and assessor requirements to ensure industry relevance.

This information is to include (but not limited to) the following:

- The qualifications' national code and title
- The units that make up the qualification (national code and title)
- Delivery arrangements of the course
- Duration and schedule
- Assessment methods

- Industry needs
- Requirements of trainers and assessors

Engagement with industry may occur via face to face meetings, email, or other relevant medium to ensure industry engagement can be achieved.

To document this Industry engagement & consultation, the CEO will ensure industry representative's feedback is documented. This may take the form of an 'Industry Engagement Questionnaire' or other relevant method that ensure the feedback can be maintained by the RTO.

In developing Training and Assessment Strategies and practices, Eminent College of Education will seek input from the industry representatives in relation to:

- Elective unit selection
- The mode of study
- Training methodology
- Assessment methods
- The skills and knowledge required by trainers and assessors

All feedback received will be reviewed and where appropriate will be:

- Incorporated into Eminent College of Education 's Training and Assessment Strategies
- Reflected in the delivery and assessment methodology and assessment tools
- Where relevant, included in the knowledge and skills required of trainers and assessors

2.3. Ongoing Industry Engagement

To ensure the ongoing appropriateness of the training and assessment services being provided by Eminent College of Education, Industry Engagement will be undertaken on an annual basis.

This annual review and engagement will identify:

- Any changes to industry practices
- Continued relevance of the training and assessment methodology and materials
- Any update in knowledge and skills required for trainers and assessors

AQF Qualifications & Statement of Attainment Policy & Procedure

1. Policy

This Policy & Procedure has been designed to ensure that Eminent College of Education issues Qualifications and Statements of Attainment in accordance with the required standards and protocols in place. Eminent College of Education will only issue AQF certification documentation to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.

The following procedure ensures that the required information and format is applied to all Qualifications and Statements of Attainment issued by Eminent College of Education .

All students are entitled to receive appropriate testamurs for the successful completion of any nationally recognised training.

2. Procedure

Information to be included on Qualifications and Statements of Attainment

All Qualifications and Statements of Attainment issued by Eminent College of Education will comply with the requirements of the AQF (Australian Qualifications Framework) and the Standards for RTO's 2015 (Schedule 5) current at the date of the issuing of the Qualification or Statement of Attainment.

The CEO is responsible for ensuring that Eminent College of Education maintains the most current version of the following documents to ensure all testamurs contain the appropriate wording and information:

- AQF Implementation Handbook
- Standards for RTO's 2015 – Schedule 5

For information on the AQF Implementation Handbook see the Australian Qualifications Framework website for information: <http://www.aqf.edu.au/>.

For information on the Standards for RTO's 2015 see: [Standards for RTO's 2015](#)

All testamurs must also use the NRT and AQF logos/ wording correctly.

For information on the NRT logo, see the: Nationally Recognised Training Logo specifications guide: [ASQA NRT Logo specifications](#)

For information on the AQF logo/ wording, see the: Conditions of use of the Australian Qualifications Framework Logo guide: <http://www.asqa.gov.au/qualifications/issuing-qualifications.html>

See below RTO Qualification and Statement of Attainment templates.

These templates have been incorporated into the Student Management System (VETTRAK) to allow testamurs to be printed directly from VETTRAK.

Issuing of Qualifications and Statements of Attainment

Qualifications:

- Qualifications will be issued to students when they have been assessed as competent in the Units of Competency specified as being required for completion of a Qualification.
- The Qualification will be accompanied by a 'Record of Results' that will identify the units completed as part of the Qualification.
- The Qualification will be issued within 28 days of the student completing all required units in the Qualification. The units completed will be included on the Record of Results.

Statement of Attainment:

- Statements of Attainment (SOA) will be issued to students who have completed any Unit(s) of Competency but have not attained a full qualification.
- A Statement of Attainment will generally be issued when a student withdraws or cancels their enrolment in a Qualification and have successfully been assessed in one or more units of competency, or if they enrol and undertake in a single Unit of Competency.
- The Statement of Attainment will be issued within 28 days of Eminent College of Education becoming aware of the students withdrawal or cancellation, or of the student completing the single Unit of Competency

Fraud Protection

Eminent College of Education has a number of measures in place to prevent fraudulent copying or production of Qualifications / Statements of Attainment. All qualifications and Statements of Attainment shall include:

- Designated Certificate / Statement Number for each student
- Authorising Signature
- Designated Certificate / Statement paper that shall be sourced through a professional printing company with a watermark

Quality Control and Record Keeping

Prior to printing a Qualification or Statement of Attainment the following steps must be completed by Student Administration.

Step 1

The Student File must be checked to ensure all required paperwork is contained within the student file and the Student Management System is up to date. The student file must also be checked to ensure it contains all evidence of assessment and the student has successfully completed all Units of Competency that are included in the Qualification or Statement of Attainment.

Step 2

The Qualification or Statement of Attainment must be issued a number and these details are to be recorded on the Student database (Vettrak).

Step 3

Administration is to issue a copy of the Qualification or Statement of Attainment by use of the database function to print the testamurs, and the use of the specific Qualification or Statement of Attainment paper.

Step 4

Once CEO has authorised and signed the Qualification / Statement of Attainment, the Administration Manager will make a copy of the issued document and file it in the Student File.

Issuing duplicate Qualifications and Statements of Attainment

- A student wanting to request a duplicate Qualification or Statement of Attainment should complete an application in writing to Student Administration.
- There is a cost for re-issuing Qualification / Statement of Attainment is \$30.00
- Prior to re-issue, all duplicate Qualifications or Statements of Attainment must be approved by the CEO.
- All duplicate testamurs are to be issued within 28 days from receipt of payment.
- The written request and copy of duplicate Qualification or Statement of Attainment will be filed with the original client record.



This is to certify that

Insert Student Name

has fulfilled the requirements for

Insert Qualification Code and Title

CEO Signature

Ahmad Al Awady
CEO
Eminent College of Education Pty Ltd
Provider No: 45060

Date Issued: xx/xx/20XX
Certificate No: 0001



117C Glenroy Road, Glenroy Vic 3046 Ph 03 8395 1056

RECORD OF RESULTS



Student Name: Insert Name

Qualification: Insert Qualification code and title

Units of Competency the above student has attained as part of the (Insert Qualification Title and Code) include:

Year completed	Unit Code	Unit Title	Result
Insert Year	Insert Code	Insert Title	Insert Result

CEO Signature

Ahmad Al Awady

CEO

Eminent College of Education Pty Ltd

Provider No: 45060

Date Issued: xx/xx/20XX

Record No: 0001

117C Glenroy Road, Glenroy Vic 3046 Ph 03 8395 1056



Statement of Attainment

A Statement of Attainment is issued by a registered training organisation when an individual has completed one or more accredited units.

This is a statement that

Insert Student Name

has attained

Insert Unit of Competency Code and Full Title

CEO Signature

Ahmad Al Awady
CEO
Eminent College of Education Pty Ltd
Provider No: 45060

Date Issued: **xx/xx/20XX**
Statement No: **0001**



A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units.

117C Glenroy Road, Glenroy Vic 3046 Ph 03 8395 1056

Marketing & Promotional Material Policy & Procedure

1. Policy

This policy/procedure supports the RTO's requirement to provide accurate and ethical information in marketing and promotional materials. It ensures that all marketing materials developed by the RTO are authorised and checked for compliance prior to being implemented.

The following process ensures accuracy and integrity of all marketing and promotional materials that represent Eminent College of Education and the training industry in general. It also ensures that all marketing materials and practices for Eminent College of Education are authorised by an appropriate person within the RTO before implementation.

It also ensures that the Nationally Recognised Training (NRT) logo is only used in accordance with its conditions of use and all other appropriate logos and information is correctly included.

2. Procedure

- Eminent College of Education will designate a person who shall ensure that all marketing information and practices are conducted in a professional manner and maintains the integrity and reputation of the industry and Registered Training Organisations.

This person is currently the CEO.

- CEO shall ensure all new material / information developed by the RTO for marketing and advertising purposes receive authorisation prior to release. Authorisation is evidenced by a completed 'Marketing and Promotional Material Checklist'.
- Where a new document or information is developed by Eminent College of Education the CEO must complete the 'Marketing and Promotional Material Checklist'.
- In authorising the marketing / promotional materials, the CEO shall complete the checklist questions and also:
 - Ensure that all marketing and advertising products (including electronic advertising) include the RTO Registration Number.
 - Not allow false or misleading information to be present within any documents or information developed by Eminent College of Education .
 - Ensure all marketing materials accurately represent the qualifications / courses being provided.
- The CEO shall ensure that the following logo is used in accordance with the associated guidelines:

Use of Nationally Recognised Training (NRT) logo

The Nationally Recognised Training (NRT) logo is a distinguishable mark of quality for promoting and certifying national vocational education and training leading to Australian Qualifications Framework (AQF) Certificates or Statements of Attainment.

The Nationally Recognised Training (NRT) logo must be shown on qualifications issued by registered training organisations for nationally recognised training in compliance with the NRT Logo

Specifications.

The NRT logo cannot be used to promote non-accredited training.

The NRT logo must be shown on:

All Certificates and Statements of Attainment issued for the completion of Training Package Qualifications or Units of Competency

- All Certificates and Statements of Attainment issued for the completion of state accredited Qualifications, Short courses and Units of Competency.

- The completed 'Marketing and Promotional Material Checklist' and a copy of the new marketing material shall be placed on file and retained as a record of approval. This will be the responsibility of the CEO.

- Where the CEO has approved a new document or practice an appropriate implementation plan will be developed to ensure a smooth transition is achieved and all old versions are replaced, and staff are made aware of the changes.

- In the event that marketing will be undertaken with another organisation, all material must accurately reflect the role and registration of each organisation, and not confuse or mix services offered.

- The CEO will also ensure all revised promotional material and relevant documents are communicated to all representatives of Eminent College of Education .

Marketing & Promotional Material Checklist

The following checklist must be completed prior to implementation of any new marketing or promotional materials relating to training and assessment services offered by Eminent College of Education .

Name/ details of the promotional document/ material:	
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General Conditions

The marketing / promotional materials being reviewed have been reviewed and the following points are addressed:

- Clearly identify the registered provider’s name, RTO registration number
- All information is accurate, clear and unambiguous
- Materials contain no false or misleading information
- Information on Qualifications / Accredited Courses / Units of Competency being promoted is accurate and includes relevant information as required.
- Logos are used appropriately and correct versions are present. (Refer to guidelines on NRT Logos)
- If the material contains the photo/video of a student, a written statement has been gained from students giving Eminent College of Education permission to use their image/ testimonials to appear in print or in any other marketing tools (including videos).
- Process for implementation is confirmed (Dates for release, RTO staff to be made aware)
- Copy of authorised marketing materials are attached to this checklist and ready to be filed as required.

I confirm the above mentioned marketing document / materials have been checked as indicated and are appropriate for release.

Name:	
Position:	CEO
Signature:	
Date of Review:	
Date scheduled for release of marketing material/ document:	

Meeting Individual Learner Needs Policy

This policy has been developed to support the RTO to ensure learners receive training, assessment and support services that meet their individual needs. Eminent College of Education has a range of processes in place to ensure that these individual needs can be identified and addressed. These processes include the following activities and these are all documented in individual policies and procedures.

Language, Literacy, and Numeracy (LLN) Test

Eminent College of Education will review all enrolment applications to ensure entry requirements are being met prior to acceptance into a course. As part of the enrolment process students are required to complete a Language, Literacy, and Numeracy (LLN) test to ensure that the student has the ability to complete the course. This test will occur prior to course commencement and will be assessed by a qualified Trainer.

If the student cannot complete the LLN test satisfactorily then an LLN Report will be completed which includes the required action to be taken to assist the student to be able to complete the course. The LLN Report has the provision to schedule and document monitoring of the LLN areas of concern and to assist in the evaluation that recommended support has been adequate for the student.

Recognition of Prior Learning (RPL)

All students are encouraged to seek recognition for learning through RPL. Students are provided information about RPL in pre-enrolment information (Student Information Handbook) and again upon enrolment.

Student Support Services

Eminent College of Education has a documented student support policy that ensures students have access to staff who can provide assistance and guidance to students. The student support services can also provide referrals to appropriate support organisations to assist the student with personal, workplace or academic issues that the RTO does not have the ability to support internally. The student support services are documented through policies and procedures and the Student Information Handbook. All students are provided information on student support services through the pre-enrolment and induction process.

Reasonable Adjustment

There may be times and situations in which a student may require 'reasonable adjustment' of the training and assessment methods implemented by Eminent College of Education to meet their specific individual needs. These individual student needs may include (but not limited to):

- Disability
- Temporary or permanent injury (i.e. back injury, broken leg/arm)
- Sight or hearing impairments

Reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the candidate and the type of evidence to be collected from the candidate) can only occur where the adjustments do not alter the expected performance standards for learning and assessment.

The reasonable adjustments to the training and assessment process may include a variety of modifications to the methods of delivery and assessment to assist the student undertake the course. The adjustments may include actions such as:

- Assistance in the form of the training location to allow easier access
- Accessing relevant equipment or aids to assist the student adjustments to the assessment methods to cater for any special needs (without effecting the integrity of the outcome)

Where a student requests or is identified as requiring reasonable adjustment to the training and assessment process a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments must be maintained in the student file.

The CEO must review and authorise any request for 'reasonable adjustment' to ensure that any adjustments and resulting outcomes are not affecting the integrity of the training and assessment process.

Monitoring and improving learning, assessment and support services

Students are required to undertake a mid-point review process that gives students the opportunity to provide feedback on whether the training and assessment services (and support services if accessed) provided are meeting expectations, individual needs, and outcome requirements. This process is documented and all feedback reviewed in RTO Meetings and Management Meetings to identify any areas for improvement.

Strategies for Training and Assessment

The strategies for training and assessment have been developed in line with Training Package requirements and in consultation with industry. This includes the consideration for specific industry groups in the delivery and assessment arrangements and also includes all strategies in place within the RTO to ensure that students receive training and assessment services to meet their individual needs.

Qualified Trainers and Assessors

All Trainers and Assessors employed by Eminent College of Education are required to demonstrate appropriate vocational competence in relevant areas of training and assessment to ensure quality services are provided to all students.

Notification of Significant Changes to the RTO Policy and Procedure

1. Policy

This policy/procedure supports the requirement for Eminent College of Education to report significant changes in its control, management or operations to Australian Skills Quality Authority (ASQA) and other relevant regulatory agencies.

The following procedure ensures that information on any relevant changes to the ownership or management structure is provided to ASQA within adequate timelines.

2. Procedure

- Where the ownership of the provider is to change, the acting CEO will notify the ASQA and other relevant regulatory agencies of the proposed change as soon as practicable, and prior to the change of ownership taking effect.
- Where it is proposed to change the person holding a higher managerial position of the provider, the CEO will notify ASQA and other relevant regulatory agencies of the change as soon as practicable prior to the change taking effect. Where the change cannot be determined prior to the change taking effect, the CEO will notify the ASQA of the change within 10 working days of the change taking effect.
(NB: A person holding a high managerial position means an employee, agent or officer of the provider with duties of such responsibility that his or her conduct may fairly be assumed to represent the provider in dealings with the regulatory body.)
- In addition to ownership or higher managerial position changes, the CEO will notify ASQA and other relevant regulatory agencies of any of the following instances:
 - Changes in the contact details of the CEO and / or RTO Registration contact person(s) for the RTO
 - Significant change in ability to meet financial viability requirements
 - Significant changes in any Guarantor arrangements that may be in place
 - Significant changes in mechanisms for securing student fee payments for the period from receipt of funds to the students' commencement of studies
 - An occurrence of a critical incident within the organisation that affects changes to management or operations either of a temporary or permanent nature
 - Address changes to Head Office location or any permanent locations where the RTO is delivering training and assessment services (addition of new facilities, cessation of existing facilities)
- Notification of any of the above changes will be completed through ASQAnet portal. The CEO shall ensure the written notification is provided of any 'significant change' within at least 10 working days of the change taking effect.
- The RTO shall regularly discuss any proposed changes of significance through the relevant RTO meetings. These meetings will ensure the RTO is able to implement planning processes for any proposed significant changes and provide notification of the changes where possible.
- On an annual basis the RTO will review its financial situation with a certified accountant and will report to ASQA any significant changes to Eminent College of Education 's financial viability.

Records Management Policy & Procedure

1. Policy

This policy is designed to ensure that Eminent College of Education is able to effectively manage administrative, record management and reporting requirements in accordance with the requirements of the Standards for Registered Training Organisations 2015.

This policy and procedure applies to administration, records management, and record retention of all records and details collected and maintained for training and assessment services delivered by Eminent College of Education .

The policy and procedure also provides processes to ensure Eminent College of Education can maintain compliance with all external reporting responsibilities (i.e. – AVETMISS, Quality Indicators).

2. Procedure

Responsibility for Records Management

- The CEO has the responsibility to ensure that all business related and financial records are maintained appropriately. This includes but is not limited to:
 - Financial and annual reports
 - Business plans
 - Minutes of meetings relating to business operations and governance arrangements
- The CEO has responsibility for ensuring that all records relating to the delivery of training and assessment services are maintained appropriately. This includes but is not limited to:
 - All records of delivery and assessment arrangements
 - Staff records
 - All required records to ensure compliance against the Standards for Registered Training Organisations 2015
- Student Administration has the responsibility for the storage, maintenance and archiving of all training and assessment records. This includes but is not limited to:
 - Student records database
 - Records and evidence of training and assessment services
 - All related administration paperwork and records relating to student enrolment, progress, and completion of any training and assessment services provided

The RTO is required to maintain a Student Record Management System that is able to collect AVETMISS data.

Retention of Student Training Resources and Assessment Instruments

The RTO is required to maintain master copies of all training resources and assessment instruments for all staff to access as required. These training resources and assessment instruments are also required to be maintained for a period of one (1) year from the date the materials cease to be used within the RTO.

The CEO is to archive these documents/ resources either in hard or soft copy to ensure access for at least one year.

Retention of Student Records and Assessments

The RTO is required to ensure that all records of training and assessment are securely maintained for the duration of the student's enrolment and a further 6 months after completion or cancellation of the student's enrolment.

To ensure these records are maintained Student Administration to ensure that appropriate records are retained as indicated in the schedule below:

Hard Copy Student Files:

- **Currently Enrolled Students**
 - The RTO will maintain all student records (in hard copy) while a student is enrolled with the RTO. This will include but is not limited to:
 - Enrolment Form
 - The assessment schedule for each unit included in the enrolment (Training Plan)
 - Pre- Training Review (including LLN testing, and any CT / RPL applications)

- **Completed / Cancelled Students**
 - Hard Copy student files will be retained in full for a period of 6 months after the completion of training and assessment. These files will be archived as per the archiving processes in place.

 - Each individual student file must include the following:
 - Enrolment Form
 - The assessment schedule for each unit included in the enrolment (Training Plan)
 - Pre- Training Review (including LLN testing, and any CT / RPL applications)
 - A copy of all assessment tasks, including tests, assignment, role plays, projects etc. for all Units undertaken in the course (all assessment tasks must be marked)
 - A copy of the Assessment Outcome Record Sheet for each unit
 - Copy of the Statement of Attainment or Qualification issued

Electronic records:

Full electronic student records (records indicating enrolment details, units of competency started and completed and the Qualification/ Statement of Attainment issued) for all students will be retained for a period of thirty (30) years. This will be maintained in a format that is able to be transferred to the ASQA as required.

Enrolments and participation

- All details of enrolment and ongoing participation in training and assessment are entered on the AVETMISS compliant Student Records Management System
- This database shall also contain records of student progress that shall be maintained by Student Administration.
- Student data shall be entered in a timely manner that reflects the student's current status. This includes identifying the training and assessment that has been undertaken as it occurs and maintaining an ability to provide up to date student records at any time.

Provision of student records to regulator

Transfer of records will be consistent with contractual and legal requirements and the requirements of the National VET Regulator (Australian Skills Quality Authority- ASQA). This may include regular reporting of various data (i.e. Quality Indicators) relating to the training and assessment services provided by the RTO.

Document retention and disposal

Student Records:

- All student records are stored securely at the RTO premises in line with the timeframes above.
- The manner of disposal after the retention period will be the responsibility of Student Administration. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

All other documentation:

- The document retention period of all other documents relating to the RTO operations, if not contractually or legally required, shall be seven (7) years.
- The manner of disposal after the retention period will be the responsibility of the CEO. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

Secure storage of electronic records

- Student records and results are stored on the RTO's Student Record Management System
- All electronic records, are kept on a secure server that is backed up daily.

Privacy and Student Access

Please refer to Privacy Policy for detailed information.

- Except as required under the Standards for Registered Training Organisations 2015, Government Contracts or by law, information about a student will not be disclosed to a third party without the written consent of the student.
- Access by students to their personal records is available upon request to the Student Administration. Students may contact Student Administration and provide at least 48 hours notification before discussing a suitable time to view their file and, access will only be granted once a student can confirm their identification.
- Student Access to the file will be granted only once written notification is received and Student Administration has validated the student's identification.
- Access shall be provided within 48 hours of confirming the student's identification.
- Information that may be accessed includes progress, personal details, and any relevant details of the student's enrolment that the RTO has collected.

Monitoring and review of records

- On an annual basis, Eminent College of Education will conduct an internal audit against the Standards for Registered Training Organisations 2015 and this will include reviewing all RTO records to ensure compliance is being maintained. This process is supported within the Quality Management Policy and Procedure.
- Student files will also undertake regular reviews to ensure information is included as required. This includes use of the 'Student File Checklist'.

RPL Policy and Procedure

1. Policy

This policy and procedure is to provide a user-friendly, supportive, streamlined framework for the assessment and recognition of various types of prior competencies obtained by an individual through previous and / or current training, work experience and / or life experience.

The underlying principle of Recognition of Prior Learning (RPL) is that no participant should be required to undertake a unit of study for which they are able to demonstrate satisfactory achievement of the required competency standard or learning outcome for entry into, and/or partial or total completion of a qualification.

This policy and procedure therefore aims to maximise the recognition of an individual's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific course of study.

Assessment of all RPL applications shall be undertaken by a qualified assessor who has successfully completed Certificate IV in Training and Assessment (TAE40110) and who has the vocational competencies in the unit(s) they are assessing the participant's competency against.

2. Procedure

Eminent College of Education shall ensure that each qualification shall have a designated RPL application in place which includes a RPL Information Kit and application with relevant assessment documents that will help the candidate collect evidence to confirm their skills and knowledge.

The RTO also has relevant instructions for assessors to support them in completing the RPL application.

The RPL Process includes 5 stages:

1. Preparing the candidate with information on the RPL process
2. Candidate's self-assessment
3. Gathering of evidence and making a judgement
4. Documenting the assessment decision
5. Informing the candidate of the RPL outcome

Preparing the candidate with information on the RPL process

All prospective and enrolling individuals must be informed through pre-enrolment information of the opportunity to apply for RPL

Once a participant has confirmed they are interested in applying for RPL they must be provided the RPL Information Kit for the qualification / units they are proposing to include in their application for RPL.

The RPL Information Kit is to provide the required information to students that will enable them to determine if they wish to apply for RPL and the stages of the RPL process.

The following information is to be provided to participants within the RPL Kit:

- What is RPL
- To support an RPL application, an individual must be able to provide evidence and demonstrate that they have gained the required skills and knowledge relating to the unit of competency for which recognition is being applied for.

- RPL is awarded for a total unit of competency (no partial RPL of a unit of competency will be awarded)
- How to enter the RPL process (by completing the RPL Application Form)
- The RPL process and the stages involved. This will include the details of any required skills assessment.

Gathering of evidence and making a judgement

When the candidate is ready to submit their evidence, an interview with the Assessor will be organised. They will be required to submit all their evidence and the Assessor will review the information provided and begin to match up your skills to the units/subjects in the qualification. This interview helps the Assessor confirm the authenticity and validity of the evidence. The Assessor will document the interview in a Report which will also form part of the RPL evidence.

This interview will include:

- Identifying the relevant evidence for each unit that will contribute to the RPL application such as resumes, position descriptions, and references.
- The use of oral questions to demonstrate relevant skills and knowledge for each unit (if required)

At this stage, the Assessor will be able to identify if extra evidence such as the following is required to support the RPL:

- Practical demonstrations
- Third Party verification/report

Where Practical demonstrations are required the assessor will confirm the details of when and where these will occur. Where appropriate they may be conducted in the student's workplace, or will be conducted in the RTO's simulated environments.

Documenting the assessment decision

The RTO is required to ensure that all RPL assessment undertaken is completed and recorded appropriately.

In marking an assessment, Assessors will consider the following:

- Relevance and nature of evidence provided by the applicant
- Scope of subject matter covered by the evidence
- Whether the evidence is sufficient to enable a judgement of competence to be made in regard to the unit, taking into account the required knowledge and skills and the critical aspects of evidence in the relevant units.
- Determine if the evidence is reliable
- All original documents such as certificates, workplace reports, etc, should be copied after being sighted by Assessor and then the copy signed with a date, signature, printed name of the Assessor. (Certified documents are accepted).
- The Assessment Record Sheet is to document the evidence that is linked to the Unit of Competency, and also list the outcome (Competent/ Not Yet Competent)
- The outcome of the RPL is to be data entered on the database.
- In all cases, a copy of the RPL documentation (completed RPL Kit and supporting evidence) and the outcome will be kept in the participant's file

Informing the candidate of the RPL outcome

- Where RPL is 'Granted' this information will be communicated in writing to the participant within 10 business days of completion of the assessment, and the Qualification / Statement of Attainment will then be issued
- Where RPL is 'Not Granted' participants will be notified in writing of the outcome within 10 business days of completion of the assessment. The written communication to the participant is to include a reason for refusal (where applicable)

Where the outcome of an RPL is not granted and the participant disagrees with the outcome, they should first try to resolve the matter informally. Where the outcome remains unresolved following informal discussions the individual may appeal by using the methods outlined in the 'Complaints and Appeals Policy and Procedure.' This policy and

procedure can be gained from the Student Administration and is also found in the Student Information Handbook. The request for an appeal must be lodged in writing no later than 10 business days from notification of the outcome of the application.

Staff Induction Policy & Procedure

1. Policy

This policy and procedure ensures that all staff are introduced into Eminent College of Education and are aware of their role and responsibilities when beginning employment. The induction process is overseen by the CEO who will ensure the following procedures are followed when a staff member is employed in a Management, Administration or Trainer / Assessor role (or promoted from within the RTO).

This procedure ensures the effective introduction into the RTO and the staff members obligations are completed efficiently and effectively.

Staff Induction is only to occur after the confirmation of employment has occurred.

2. Procedure

- All staff employed by Eminent College of Education are to undertake the induction program immediately upon commencement of employment (either prior to commencement or on the first day of employment). The induction process is to be undertaken by the CEO and all steps of the induction process are to be clearly explained to the employee.

For all staff:

- The CEO (or delegate) shall ensure the following steps are undertaken for all staff as part of the commencement of employment and staff induction program:
 1. An employee file is to be created for the new employee containing all information relating to the person's employment within the business, including a Position Description, job interview documents, reference checks and signed employment contract. This information is then kept in a 'Staff File'.
 2. All new employees must be guided through the 'Staff Induction Checklist' by their supervisor and it should be completed within timeframes as indicated within the checklist.
 3. The new employee must sign the Staff Induction Checklist to indicate their completion and understanding of each task listed in the checklist.
 4. The checklist is to be maintained on each individual's 'Staff File'.

Additional requirements for Trainer & Assessors:

- All Trainers/ Assessors must ensure that the 'Staff Induction Checklist' is completed and specific and relevant information is provided relating to the vocational competence of the Trainer / Assessor. This ensures the Trainer / Assessor has documented their vocational competence through the 'Trainer Matrix' document.
- To confirm that each Trainer and Assessor has the required evidence of vocational competence maintained on file a 'Trainer and Assessor Checklist' is to be completed. This will confirm the qualifications and resume are copied and maintained on file. It will also summarise the Trainer Matrix document by indicating which units the trainer / assessor has been approved to deliver and/or assess.

- All Trainers/ Assessors are to also have a 'Trainers/ Assessors File' created that is used to store and maintain all information related to their vocational competence. This 'Trainer & Assessor File' is to contain the following information at a minimum:
 - A 'Trainer and Assessor Checklist'
 - The 'Trainer Matrix document' which identifies their vocational experience, qualifications, and their currency for each unit they are to deliver / assess.
 - Staff Induction Checklist
 - Verified copies of the Trainers/ Assessor qualifications
 - Signed resume
 - Police Checks and Working with Children Checks (where applicable)

Staff Induction Checklist

Employee's name:		Position/ Job title:	
Date commenced:		Supervisor's name:	

Stage & Activities	Employee's signature	Supervisor's signature
<p>Prior to employment commencing or first day:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter of Offer/ created and signed by new employee <input type="checkbox"/> Payroll details gained and given to relevant person <input type="checkbox"/> Employee file created (including emergency contact) <input type="checkbox"/> Workspace organised as required <input type="checkbox"/> Relevant keys and access codes provided 		
<p>Part A</p> <p>On the First Day of Employment the inductee shall be provided relevant information, explanations, and details as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work schedule/meal hours and tea breaks <input type="checkbox"/> Salary administration/recording hours worked/lodging timesheets/pay dates and procedures <input type="checkbox"/> Administration/reporting procedures for sick/annual leave and other allowances <input type="checkbox"/> Training/support available to help new employee settle into the role <input type="checkbox"/> RTO Meeting Schedule <input type="checkbox"/> Information technology/passwords for use <input type="checkbox"/> Procedure for making phone calls; use of e-mail; computer use/passwords <input type="checkbox"/> Location of office supplies and consumables <input type="checkbox"/> Introduction to all staff <input type="checkbox"/> Tour of building, including fire exits and facilities <input type="checkbox"/> Provide and further review Position Description and ensure understanding of all key tasks and responsibilities <input type="checkbox"/> Explanation regarding performance appraisals <input type="checkbox"/> All Policies & Procedures relating to the following legislative topics are accessed, discussed and understood: <ul style="list-style-type: none"> <input type="checkbox"/> Occupational Health & Safety <input type="checkbox"/> Emergency procedures <input type="checkbox"/> Equal opportunity <input type="checkbox"/> Access & Equity <input type="checkbox"/> Anti-Discrimination policy <input type="checkbox"/> Privacy 		

Stage & Activities	Employee's signature	Supervisor's signature
<p>Within the first week of Employment the inductee shall be provided relevant information, explanations, details, and undertake the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Policies and Procedures relating to the operation of the RTO are accessed, discussed, and understood by the new employee <input type="checkbox"/> The Standards for Registered Training Organisations 2015 <input type="checkbox"/> Vocational Education and Training requirements (including relevant legislation) <input type="checkbox"/> Training Packages <input type="checkbox"/> Strategies for Training and Assessment within the organisation <input type="checkbox"/> Training and Assessment materials (including session plans and assessments) <input type="checkbox"/> Resources and facilities <input type="checkbox"/> Student Enrolment and Induction process <input type="checkbox"/> Administration Processes <input type="checkbox"/> Discussion on CT and RPL <input type="checkbox"/> Discussion on plagiarism and cheating <input type="checkbox"/> Version control <input type="checkbox"/> Continuous improvement practices 		
<p>Part B (Additional requirements for Trainers and Assessors) Within the first week:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the Trainer and Assessor Handbook is given to the new employee and explained <input type="checkbox"/> Ensure 'Trainer and Assessor Checklist' is completed <input type="checkbox"/> Discuss the professional development activities to be undertaken and recorded (Provide a copy of the Trainer Professional Development Log that is required to be maintained while employed with the RTO) 		
Declaration		
<p>I am declaring the above Staff Induction Checklist has been completed in consultation with myself and all the required tasks have been completed.</p> <p>I am aware that, except as required by under the Standards for Registered Training Organisations 2015 or by law, information about students is not to be disclosed to third parties without the written consent of the student and that any such disclosures must have prior written approval from the CEO.</p> <p>I am aware that I am required to maintain compliance with the RTO policies on access and equity and its code of behaviour at all times in my interactions with other staff and students.</p> <p>I am aware that, in addition to the information provided to me, I can access a current copy of organisational procedures and policies on request to the relevant manager.</p>		
Employee Signature:		
Date:		

CEO Use Only:

Actions to be followed up:	Is it required?	Tick when completed
Training	Yes/ NO	
Identification Badge	Yes/ NO	
Business Cards	Yes/ NO	
Other- provide details:	Yes/ NO	

Student Support Services Policy and Procedure

1. Policy

This policy/procedure supports the requirements to provide student support services to all students.

This policy ensures that all students are given support while studying with Eminent College of Education . This support includes both academic support and personal support and the following procedures ensure that students are made aware of the support available.

2. Procedure

Student Orientation

At the beginning of a course of study the students are to be given a short orientation and it must include the following:

- A tour of the RTO identifying classrooms, student areas, student administration area, and any other relevant areas within the RTO such as toilets, fire exits, and restricted areas.
- Information on emergency evacuation procedures
- Information on how to access the student support services within Eminent College of Education

Nominated Student Support Officer

Whilst all staff employed by Eminent College of Education has the responsibility to provide support to all students, Eminent College of Education shall nominate a 'Student Support Officer' who shall be available to all students, on an appointment basis, through the standard RTO hours of business.

Students can access the Student Support Officer directly or via student administrations and an appointment will be organised as soon as practical.

Where it is identified that students are having learning difficulties, Eminent College of Education will provide additional support to the students in the form of additional learning time, additional reading material, and more support from their workplace supervisor.

If further assistance is required, learners will be referred to specialist external support agencies

If students are having emotional or psychological issues during the course, Eminent College of Education will provide referrals to appropriate agencies

Trainer Professional Development Policy & Procedure

1. Policy

This policy and procedure ensures that all RTO Trainers / Assessors are given the opportunity to maintain and update skills and knowledge relating to delivering training and assessment services. The professional development of Trainers /Assessors ensures continued development of knowledge and skills in their relevant industry area and across the training industry.

The following procedure outlines the Professional Development requirements of all Trainers / Assessors employed/contracted within Eminent College of Education.

As part of this policy and procedure all Trainers / Assessors are required to update their resume on an annual basis and include all relevant Professional Development activities in the updated version.

2. Procedure

- The CEO is responsible for ensuring professional development activities are scheduled and completed by all Trainers / Assessors.
- All Trainers / Assessors are required to complete a minimum of one (1) forms of Professional Development activities throughout a calendar year and maintain evidence of this Professional Development for compliance purposes.
- The Professional Development activities could take the form of the following types of activities:
 - Attendance at formal training sessions
 - Membership of an industry body
 - Attendance at meetings held by Industry Bodies
 - Up-grading of qualifications
 - External consultation in relation to job specific information
 - Specific Training Package workshops
 - Government / Industry run workshops on training topics / compliance requirements
- The Professional Development activities may be in relation to any activity where a Trainer / Assessor is increasing or gaining skills or knowledge related to their ability to deliver training & assessment services.
- All Professional Development activities must be supported with evidence of the activity undertaken. This evidence may include:
 - Agenda's and minutes of a network meeting
 - Evidence of completion / enrolment of formal training
 - Summary of information received at industry specific meeting
 - Evidence of attendance at informal training sessions / workshops and content covered
- Each Professional Development activity is to be recorded by the staff member using the 'Trainer Professional Development Log.' The recording of this information is to be completed within one week of the activity being undertaken and maintained on the 'Trainer file'.
- The 'Trainer Professional Development Log' is to be monitored regularly by the CEO to ensure all staff are completing these Professional Development activities as required.

- As part of the 'Staff Appraisals' process this 'Trainer Professional Development Log' is to be monitored to ensure relevant activities are being planned and undertaken.
- The 'Trainer Professional Development Log' must be kept on each staff members file and must be current at all times.
- All Trainers/Assessors are required to do a minimum of 1 activity annually, whether volunteering or within the relevant workforce to maintain industry relevancy.

Trainer Professional Development Plan

Trainer Name

All trainers and assessors are required to undertake professional development activities to ensure they have current industry knowledge and are able to deliver and assess to industry standards.

The Professional Development activities could take the form of the following types of activities:

- Attendance at formal training sessions
- Membership of an industry body
- Attendance at meetings held by Industry Bodies
- Up-grading of qualifications
- External consultation in relation to job specific information
- Specific Training Package workshops
- Government / Industry run workshops on training topics / compliance requirements
- Work Experience within the industry

Activities Proposed

Date (Date of activity undertaken)	Professional Development Activity (Brief description of the type of activity undertaken to ensure that industry knowledge is kept current)	Relevant Evidence of PD Undertaken (i.e. minutes of meeting, confirmation of attendance, evidence of subscription)

Training Package Transition Policy & Procedure

1. Policy

This procedure has been developed to assist Eminent College of Education manage the transition from superseded Training Packages and/or accredited courses to the latest version / release.

Eminent College of Education shall ensure the transition from superseded Training Packages and/or accredited courses shall occur within Twelve (12) months of their publication on the national register (www.training.gov.au) unless otherwise advised.

The procedures set out below will:

- Assist Eminent College of Education to ensure that all Training Packages are implemented correctly and within 12 months
- Ensure that all Qualifications/Courses/individual Units of Competency that are on the RTO's Scope of registration have Strategies for Training and Assessment as they are placed on the Scope of Registration which, in turn will ensure learning resources and assessment resources are sourced/ developed.

The CEO shall be responsible for ensuring the following procedure is followed and the Scope of Registration is maintained in line with the ASQA General Direction 'Transition and Teach Out' ([ASQA General Directions](#)).

2. Procedure

2.1 Monitoring Scope of Registration

The CEO is responsible for monitoring the Scope of Registration and ensuring:

- The qualifications and/or accredited courses listed are current and have not been superseded
- The latest versions of each Training Package and/or accredited courses is being used within the RTO
- The 'Training Package Register' is up to date

The CEO is required to check the '*National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs)*' (Training.gov.au (TGA) - www.training.gov.au) for updates of all items on Scope of Registration at least quarterly.

The CEO should register their details with TGA to receive notifications for each qualification listed on the Scope of Registration.

The CEO is also required to keep up to date with Training Package and/or accredited courses information by subscribing to relevant industry bodies such as Industry Skills Councils and industry networks.

When a new Training Package and/or accredited courses (or version) is released the CEO is required to follow the below steps to ensure that Eminent College of Education is able to deliver the most recent version of a Qualification within an appropriate timeframe.

Eminent College of Education must not accept any new enrolments in the superseded qualifications or accredited courses being replaced by the new Training Package after the transitional period of 12 months.

2.2 Preparing to update Scope of Registration

When there is a new release or revision of a Training Package and/or accredited courses that relates to Qualifications / Courses/ Units of Competencies on the Scope of Registration, the following must occur:

- Download the relevant Training Package / Accredited Course from TGA (www.training.gov.au) or relevant organisation (Industry Skills Council (ISC) or course owner)
- Establish which Qualifications / Courses/ Units of Competency are required to be updated on RTO's Scope of Registration
- Identify the transition dates and update the relevant information within the 'Training Package & Course Register' document. This includes identifying the dates that no further enrolments can be taken in the superseded qualification.
- Identify any licensing requirements associated with the new Qualification/Courses/Unit of Competency
- Prepare the Strategy for Training and Assessment for each of the new Qualifications/Courses/Unit of Competency that have had updates
- Obtain learning and assessment materials for revised Qualification/Courses/Unit of Competency
- Ensure any relevant facilities and equipment requirements of the Qualification/Course/Unit of Competency have been addressed
- Ensure trainer qualifications and experience are mapped to the new Qualification/Courses/Unit of Competency
- Develop and revise other relevant documents and materials including:
 - Student Information Handbook
 - Marketing Materials
- Plan the transitional arrangements including new enrolment dates, transfer of currently enrolled students etc.

2.3 Submit Application to update Scope of Registration

- The CEO will be the only person able to submit an application via ASQAnet. Once the CEO has confirmed all required documentation for the new Qualification/Course/Unit of Competency the CEO will use the on-line ASQAnet portal to submit the application for the Addition to Scope of Registration. Documentation may have to be uploaded as part of the application process.

2.4 Transition to the new Qualifications /Courses/Units of Competency

Only when ASQA have provided confirmation of the successful outcome of an application can the RTO commence to deliver and assess the new Qualification/Course/Unit of Competency. Once this has occurred it is the CEO's responsibility to implement the new program(s) and ensure the following steps have been taken:

- Management, Trainers and key stakeholders are made aware of the change of Qualification/Course /Unit of Competency through relevant meetings and communication channels
- Update all internal paperwork with new titles, codes and descriptions of Qualifications /Courses/Units of Competency including but not limited to:
 - Enrolment forms and related documentation (i.e. training plans, checklists)
 - Student Information Handbook
 - Marketing Material (including website if applicable)
 - Student Records Management System
 - Learning Materials
 - Assessment tools

- Staff Professional Development Activities including:
 - The CEO is to ensure relevant staff attends industry based run workshop(s) if applicable.
 - Ensure relevant trainer files have been updated with the staff matrix
 - Identify any professional development requirements for each trainer (i.e. upgrading their qualifications)
- Determine dates to commence new Qualification/Course/Unit of Competency
 - Confirm a timeline for implementation of new course
 - Identify a process to complete or transfer students enrolled in superseded course
- Update the 'Training Package & Course Register' document once the new Qualification/Course/Unit of Competency that has been added to the Scope of Registration

2.5 Transition of currently enrolled students

Eminent College of Education must not accept any new enrolments in the superseded qualifications or accredited courses being replaced by the new Training Package.

All currently enrolled students will be transferred to the new qualification prior to this 12 month period. The transfer of students must be undertaken in collaboration between the student and the RTO and students must be provided timely and adequate advice and guidance about the transfer.

To ensure a consistent approach to the transitional arrangements for students the following steps are to be taken:

- All currently enrolled student's files to be reviewed. Student progress is to be reviewed to determine if students are able to complete their course enrolment within the 'teach out' period.
- Where it is determined the timeframe to complete the course is not appropriate then the student's enrolment must be transferred to the replacement course being offered.
- When transferring a student to a replacement course the following must occur:
 - Ensure all assessments are up to date and the student's progress is up to date in the existing enrolment
 - Complete all relevant enrolment paperwork for the new course
 - Map the student's progress to the new course using the mapping information within the Training Package and relevant State Authority Purchasing Guide.
 - Complete the RPL process to the new course for delivery and assessment already conducted
 - Determine remaining delivery and assessment requirements and develop training plan.

Eminent College of Education may continue to deliver training and assessment services and issue awards to current students of the superseded qualification who would be genuinely disadvantaged if required to transfer to the replacement qualification, for up to 6 months after the expiry of the transition period for its replacement.

Eminent College of Education will implement a 'teach out' period for any superseded qualifications where such disadvantages exist and there is sufficient evidence to support this decision. Students that will not complete their course within the designated teach out period must be transferred to the replacement qualification prior to this expiry date.

2.6 Removal of superseded Qualification/Course/Units of Competency

It is the responsibility of the CEO to ensure a Qualification/Course/Units of Competency that has been superseded is removed from the Scope of Registration.

Unique Student Identifier Procedure

1. It is a requirement that all learners must provide a Unique Student Identifier (USI) to Eminent College of Education before a qualification or statement of attainment can be issued. This procedure describes the process which Eminent College of Education will follow to ensure that Eminent College of Education complies with this requirement
2. Upon receipt of an enquiry from a prospective learner Eminent College of Education will include in the information provided to the enquirer that they must provide a USI when they enrol, and will be directed to the USI website at <http://www.usi.gov.au/create-your-USI/Pages/default.aspx>
3. Eminent College of Education will include provision for the USI on the enrolment form
4. Upon receipt of an enrolment form from a learner, Eminent College of Education will confirm that the USI has been included on the enrolment form, and will verify that this USI is correct by using the Student Management System to check the USI through the USI Registry System
5. If the learner has not included the USI on the enrolment form, they will be contacted and advised that the USI is required before any qualification or statement of attainment can be issued.
6. Students will be asked (via enrolment form) either to apply for a USI or authorise the RTO to apply on their behalf.
7. If the USI check returns a “not valid” response, the learner will be contacted and the USI will be confirmed. A further check will be made through the USI Registry System
8. A notation will be made on the enrolment form that the USI has been confirmed as correct
9. The confirmed USI will be included in the student details on the Student Management System
10. Prior to the issuing of a Qualification or Statement of Attainment, the CEO will confirm that the student information on the Student Management System includes the learner’s USI

Validation Policy & Procedure

1. Policy

This policy is designed to ensure that Eminent College of Education is able to ensure assessment instruments effectively address the requirements of the relevant Training Package (or accredited course) and the associated unit(s) of competency. This allows the RTO to ensure assessments are conducted in accordance with the principles of assessment and rules of evidence and identify areas for improvement.

The following procedure will ensure that the validation process occurs in a systematic and consistent manner and appropriate evidence of the validation activities are maintained in accordance with the Standards for RTO's 2015.

Validation is a quality review process. It involves checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements of competency to be made. The validation processes will review the assessment instruments and related documents to identify if any further changes are required to improve the quality and consistency of assessment outcomes.

2. Procedure

2.1 Validation Schedule

Assessment instruments for all Units of Competency are to be validated at least once through the life of the associated Training Package or Accredited Course. Validation activities must be undertaken in a systematic manner and all validation activities will be scheduled through the 'Validation Schedule' including identifying the units that are to be validated at each session.

The CEO shall ensure that a 'Validation Schedule' is maintained that identifies when it is planned that each Unit of Competency included on the RTO's Scope of Registration is to undertake validation. The Validation Schedule is to be for a period of five years and must ensure that all units are validated over a five year period, with at least 50% of units scheduled for validation in the first three (3) years, and then the remaining 50% of units in the following Two (2) years.

The Validation Schedule must include the following details:

- Proposed dates for the validation of each unit
- The documents to be reviewed as part of the validation
- Participants in the validation activity

To ensure regular validation sessions occur, the sessions should be scheduled approximately every 3 months (each quarter) for each industry area the RTO is providing training and assessment services. This schedule is to be updated annually.

2.2 Validation Process

All validation activities are to be documented using the 'Validation Checklist'. The validation process of each Unit of Competency is to be documented by completing the 'Validation Checklist' which must be submitted to the CEO at the conclusion of each validation session. This checklist will ensure the Assessment instruments for an individual Unit of Competency are appropriate and address the Training Package requirements. Where any gaps are identified the required action is to be documented on the checklist.

The validation process is to include a review of:

- The assessment system being implemented by the RTO
- The assessment tools and processes for individual units
- A sample of assessment judgements

The assessment instruments must be reviewed to ensure the assessment instruments:

- Meet the Standards for RTO's 2015
- Meet the requirements of the relevant Training Package and Unit of Competency
- Meet the Principles of Assessment & Rules of Evidence requirements
- Address and incorporate the Critical Aspects of Assessment and Evidence of the Unit of Competency
- Address and incorporate the Required Skills and Knowledge of the Unit of Competency
- Follow the unit of competency suggested assessment methods
- Meets the Principles of Assessment
- Meet the Rules of Assessment
- Addresses Employability skills
- Sufficient evidence is collected from the student

The validation sessions are also required to include the reviewing of previously conducted assessments from sample student files the assessments are being used in accordance with the Rules of Evidence. The number of student files to be reviewed must be sufficient to ensure that the result of the review of students' work is reliable and an accurate reflection of all the assessments in the unit being reviewed.

2.3 Validators

Validation of all units (other than those from the Training and Education Training Package) are to be conducted by person(s) who do not deliver or assess the unit being validated for Eminent College of Education . The validator (s) must collectively have:

- Vocational competencies and current industry skills relevant to the unit being validated
- Current knowledge and skills in vocational teaching, learning and assessment
- The Certificate IV in Training and Assessment or the Assessor skills Set (TAESS00001)

The CEO will determine the person(s) to conduct these validations and this information will be included in the Validation Schedule

2.4 Results, Action, & Recording of Validation Activities

The results and outcomes of the validation activity must be documented using the 'Validation Checklist'. Where the validation process identifies issues which need attention, measures will be implemented to ensure that all assessments comply with the requirements of accuracy, consistency and fairness. Measures may include:

- Revision of the assessment system and processes
- Revision of the assessment tools
- Revision of marking guides
- Development of additional assessment tools/tasks
- Professional development activities for assessors

It is the responsibility of the CEO to update the relevant Training and Assessment Strategy and relevant assessment instruments (if required) in line with the recommendations obtained through the validation activities. This process will be supported by the continuous improvement processes and relevant management and / or staff meetings.

The CEO shall ensure that all evidence of validation activities is maintained appropriately. This includes Validation Checklists, copies of materials reviewed, and evidence of implementation of identified improvements.

All validation activities are to be recorded and documented using the 'Validation Checklist' and the CEO shall ensure evidence of all validation activities are collected and reviewed through the RTO meetings and quality assurance systems.

Validation Checklist

Obtain the National Training Package and read the relevant Unit of Competency including the Evidence Guide and Critical Aspects and complete the following checklist.

Date of review: _____ / _____ / _____

Names of Reviewer/s: _____

Details of Validation Activity:

Unit code: _____

Unit title: _____

Validation of Assessment Instruments

You should obtain ALL the assessment tools used for this unit and review them together

Types of assessment tool/s:

- | | | |
|---|--|---|
| <input type="checkbox"/> Assignment/project | <input type="checkbox"/> Case studies | <input type="checkbox"/> Demonstration report |
| <input type="checkbox"/> File notes | <input type="checkbox"/> Observation checklist | <input type="checkbox"/> Oral questioning |
| <input type="checkbox"/> Photograph | <input type="checkbox"/> Written work | <input type="checkbox"/> Work sample |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Report – assessor | <input type="checkbox"/> Report - employer |
| <input type="checkbox"/> Test | <input type="checkbox"/> Other _____ | |

Step 2:

Review the assessments tools against the following requirements:	Yes	No
<ul style="list-style-type: none"> • Do the assessment instruments follow the RTO’s layout and format? <u>Comments:</u> 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Are the assessment instruments supported with a detailed mapping documents against: <ul style="list-style-type: none"> - elements & performance criteria - skills and knowledge - critical aspects of evidence - employability skills <u>Comments:</u> 	<input type="checkbox"/>	<input type="checkbox"/>

Review the assessments tools against the following requirements:			Yes	No															
<ul style="list-style-type: none"> Are the assessment instruments consistent with and meet the requirements of the unit(s) of competency? 																			
<table border="1"> <thead> <tr> <th>Evidence Guidance</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Elements addressed (to levels as defined in performance criteria)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Knowledge evidence/required knowledge addressed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Performance evidence/required skills addressed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Assessment conditions/critical aspects of evidence addressed</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>			Evidence Guidance	Yes	No	Elements addressed (to levels as defined in performance criteria)	<input type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed	<input type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed	<input type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Assessment conditions/critical aspects of evidence addressed	<input type="checkbox"/>	<input type="checkbox"/>																	
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Do the assessment instruments allow for demonstration of competency at the required AQF level? 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Are the assessment instruments at the appropriate LL&N level? 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Are the assessment instruments appropriate for the delivery and assessment modes specified within the strategies for training and assessment? 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Do the assessment instruments provide clear advice to students as to how the unit(s) will be assessed allow for consistent assessment results? This includes an overview of the assessment process and instructions for each assessment task. 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Is there an information guide for assessors on the assessment process for this unit? 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			
<ul style="list-style-type: none"> Do the assessment instruments include a clear set of assessment criteria/model answers for each assessment task? 			<input type="checkbox"/>	<input type="checkbox"/>															
<u>Comments:</u> 																			

Review the assessments tools against the following requirements:		Yes	No																				
<ul style="list-style-type: none"> Do the assessment instruments include a rigorous process to ensure that no student can be recorded as competent without clear evidence that they have successfully completed all specified assessment requirements including ensuring that assessment record sheets include reference to all required assessments? <p><u>Comments:</u></p>		<input type="checkbox"/>	<input type="checkbox"/>																				
<ul style="list-style-type: none"> Is there an assessment record sheet for each assessment task for this unit? <p><u>Comments:</u></p>		<input type="checkbox"/>	<input type="checkbox"/>																				
<ul style="list-style-type: none"> Is there an overall assessment record sheet for the unit(s) of competence to show achievement of the participant against each of the specified assessment tasks, signed by both assessor and student? <p><u>Comments:</u></p>		<input type="checkbox"/>	<input type="checkbox"/>																				
<ul style="list-style-type: none"> Are industry standards incorporated into the assessment process? This includes any feedback received through industry consultation. <p><u>Comments:</u></p>		<input type="checkbox"/>	<input type="checkbox"/>																				
<ul style="list-style-type: none"> Do the assessment instruments meet the Rules of Evidence? <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Evidence Guidance</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">Validity:</td> <td>Assessment evidence considered has direct relevance to the unit or module's specifications</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sufficiency:</td> <td>Sufficient assessment evidence is considered to substantiate a competency judgement</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Authenticity:</td> <td>Assessment evidence gathered is the learner's own work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Currency:</td> <td>Competency judgements include consideration of evidence from the present or the very recent past</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p><u>Comments:</u></p>		Evidence Guidance		Yes	No	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications	<input type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement	<input type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work	<input type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Currency:	Competency judgements include consideration of evidence from the present or the very recent past	<input type="checkbox"/>	<input type="checkbox"/>																				
<ul style="list-style-type: none"> Do you feel the instructions provided to assessors and marking guides provide appropriate details to ensure consistent assessment decisions can be made? <p><u>Comments:</u></p>		<input type="checkbox"/>	<input type="checkbox"/>																				

Review of Assessment Judgements

An appropriate number of completed student assessment must be reviewed to ensure assessment judgements are being completed appropriately and consistently within the RTO.

Review a sample of completed assessments against the following requirements:	Comment	Yes	No
Adequate sample of learners' work has been moderated. (Must be statistically valid)	Sample Number:	<input type="checkbox"/>	<input type="checkbox"/>
Marking is being completed in line with the assessor guide / marking guide.		<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Assessment relates directly to the requirements of the unit/s of competency and in line with the designated assessment methods		<input type="checkbox"/>	<input type="checkbox"/>
Sufficient evidence is included which justifies the assessment decision and demonstrates the student's current skills and knowledge		<input type="checkbox"/>	<input type="checkbox"/>
The Evidence of Assessment can be identified as the individual student's work.		<input type="checkbox"/>	<input type="checkbox"/>
Systems are in place that ensure the evidence submitted by the student is their own work		<input type="checkbox"/>	<input type="checkbox"/>
Results are being recorded accurately		<input type="checkbox"/>	<input type="checkbox"/>

Recommended adjustments:

Summary of Outcomes from Validation and Moderation activities:

Do the Assessment Instruments require revision? Yes No

Does the Strategy for Training and Assessment need to be amended? Yes No

Are assessments being implemented accurately and consistently? Yes No

Comments: _____

The following points are to be completed by the CEO:

Validation activity has been reviewed Yes No

Any required action has been undertaken or appropriately planned Yes No

Improvements have been documented in the Continuous Improvement Register Yes No

.....
Name

.....
Signature

.....
Date

Validation Schedule (Template)

Eminent College of Education shall undertake validation activities for each of the Qualifications / Accredited Courses on its Scope of Registration. This validation will take the form of a meeting with the CEO (or delegate) and relevant Trainers and Assessors.

Units of Competencies shall be reviewed within each validation session. For each of the Units reviewed a 'Validation Checklist' is to be completed and kept for reference.

The Validation Schedule is to be for a period of five years and must ensure that all units are validated over a five year period, with at least 50% of units scheduled for validation in the first three (3) years, and then the remaining 50% of units in the following two (2) years.

The Validation Schedule must include the following details:

- Proposed dates for the validation of each unit
- The documents to be reviewed as part of the validation
- Participants in the validation activity

Internal Validation Schedule

Qualification	Unit(s)	Proposed Date	Person(s) Involved
	•		
	•		
	•		
	•		
	•		
	•		
	•		
	•		

Practical Placement & Work Based Training Policy / Procedure

1. Policy

This policy/procedure ensures any courses requiring practical placement are developed to ensure that the practical placements are managed in a manner which benefits the student and minimises risk to the student, host employer and Eminent College of Education .

Definitions:

Practical Placement	Any structured workplace learning that is part of a written agreement between a training organisation and an employer/organisation. It includes work observation, work experience and other forms of workplace learning.
Host Employer	Workplace providing practical placement activity
Workplace Supervisor	Employee or owner of host organisation identified as contact person for student and the Registered Training Organisation (RTO).
Practical Placement Agreement	Written agreement signed by student, host employer and University to specify the hours of placement and activate insurance cover.

2. Procedure

Informing Staff and Students of Practical Placement Requirements

- Work placement will be required as part of a course where:
 - The Training Package specifically states Work Placement hours are to be completed as part of the training
 - The most appropriate method of training or assessment is through work placement in an appropriate industry work place
- Where a course has been identified as requiring a practical placement component Eminent College of Education must identify the specific units and the reasons that work based training is most appropriate form of delivery and assessment.
- The specific number of work placement hours and the specific work place requirements must be determined and included in the course structure.
- Eminent College of Education is required to identify practical placement requirement on course marketing materials issued by the RTO. The information must include the required hours of work placement and any industry specific requirements, for example police checks.
- All staff involved in the delivery of the course shall also be informed about the work placement requirements and their roles and responsibilities involved with practical placements. This information shall be covered through the staff induction process and through on-going staff meetings.

Sourcing Practical Placements

- The process for sourcing a work placement position for students shall be undertaken as indicated below:
 - Student is placed with a (screened & compliant) willing host employer
- OR
- Existing employer or nominated employer of the student is screened for compliance following RTO policy and procedure and on successful screening the student is registered against this employer.
- To generate placements Eminent College of Education shall liaise with industry to identify potential host employers. Eminent College of Education is to determine suitability of potential host employer, including supervision and occupational health and safety requirements.
- A site visit will be conducted by the Eminent College of Education for all host employer workplaces. The site visit shall ensure the workplace is appropriate for the student's placement and there is access to appropriate equipment while maintaining OH&S standards.
- All host employers shall be given information relating to the work placement requirements and course information.
- A 'Work Placement Agreement' shall be signed by Eminent College of Education, the host employer, and the student. The agreement will specify the roles and responsibilities of all parties, hours the work placement will take place and the total hours required to complete the outcomes of the specified units of competency requiring the work placement.
- The 'Work Placement Agreement' shall include the requirement for the Host Employer to provide an induction session with all students prior to any placement hours being completed.

Prior to Practical Placements

- Students will undertake training within Eminent College of Education environment in all pre-requisite units and the theory components of units to be assessed in the work placement. This includes any Occupational Health and Safety training that is to be included within the course. This training shall take place within Eminent College of Education classrooms and simulated work environments and shall occur prior to any work placements undertaken.
- Students will undertake a workplace induction which will allow for the student to become familiar with the workplace and meet host employers and colleagues. The induction will be conducted by the host employer as indicated within the 'Work Placement Agreement'

Undertaking Practical Placements

- Students will be required to complete the work placement as specified in the 'Work Placement Agreement'. Any variations to the hours worked and conditions of the work placement must be amended in the agreement by Eminent College of Education and re-issued to all parties for authorisation.

- Student's attendance through the work placement shall be recorded by the host employer and the student via the 'Work Placement Log'. This will record all times and dates the student completes work placement hours for the host employer.
- The student shall be provided support and guidance from the host employer in the completion of required workplace tasks. These tasks will ensure the student further develops their skills and knowledge in the required areas as specified in the Work Placement Agreement.
- Eminent College of Education will monitor the work placement through trainers and assessors completing:
 - Regular contact with the student through normal classes where feedback on the work placement will be sought.
 - Site visits to conduct assessments in the workplace where trainers will ensure the workplace is providing adequate support and guidance to the student. The Trainers will also ensure the workplace is OH&S compliant.
 - The employer and student will be required to sign a log book indicating the hours completed which will be monitored by trainers / assessors.
- Assessment of required practical skills will be undertaken by qualified trainers and assessors where appropriate. On some occasions the trainer may require the host employer to participate in the assessment process through observing students in the workplace. All assessments shall be signed off by a qualified assessor from Eminent College of Education .

Recording of Practical Placements

- Each student undertaking a Practical placement shall have a copy of their 'Work Placement Agreement' kept on their file.
- All hours completed within the workplace shall be recorded in the student's 'Work Placement Log'. This log shall be signed by the student and the employer and be monitored on a weekly basis by Eminent College of Education trainer / assessor.
- The 'Work Placement Log' will be kept on the student's file as evidence for the specified unit(s) and be included as an assessment requirement for the specified unit(s).

Eminent College of Education

Additional Information in Regard to Work Placement to be provided to Host Employer, Supervisors and students

<i>STUDENT RESPONSIBILITIES</i>
<i>BEFORE THE PLACEMENT</i>
<ol style="list-style-type: none"> 1. Be aware of the information in the work placement agreement. 2. Participate in the work placement selection process used by Eminent College of Education and the host employer. 3. When applicable, obtain a parent’s or guardian’s approval to enter in to the agreement. 4. Provide accurate and timely information where requested to satisfy any host employer or legislation requirements prior to commencing a work placement. 5. Advise Eminent College of Education of any medical or other factors that may adversely affect personal health and safety or the health and safety of others while on placement. 6. Ensure all learning requirements while on placement are understood. 7. Understand all conditions of employment while on placement (inc. payment, hours, and uniforms etc.)
<i>DURING THE PLACEMENT</i>
<ol style="list-style-type: none"> 1. Participate in an induction on the first day of the placement or as required. 2. Follow the host employer rules and follow all reasonable instructions of the employer and their staff. 3. Be punctual, courteous and act in a manner appropriate to a workplace. For example, telephone the employer if you are going to be absent, preferably in advance, otherwise as early as possible. 4. Complete any assessment requirements set by the RTO trainers/ assessors, including gathering evidence of competence. 5. Comply with all legislative requirements of the host employer. Such requirements may include occupational health and safety matters, maintaining commercial confidentiality or privacy of personal information. 6. Comply with all occupational health and safety policies and legislation, including wearing protective clothing and using safety equipment as directed by the employer or their staff. 7. Take reasonable care to protect your own health and safety and the health and safety of others in the workplace. This includes not consuming alcohol or drugs, which may constitute a risk to personal safety or the safety of others. 8. Report all incidents and accidents to the employer and Eminent College of Education as soon as possible after the event.
<i>AFTER THE PLACEMENT</i>
<ol style="list-style-type: none"> 1. Complete an evaluation form for the placement if requested to do so by the RTO or employer. 2. Write a letter of thanks to the employer for hosting the placement.

EMINENT COLLEGE OF EDUCATION RESPONSIBILITIES

BEFORE THE PLACEMENT

1. Provide equal opportunity to all students in accessing placements and provide for reasonable adjustment where necessary. If a student is under 18 years of age, make sure that parent or guardian approval is obtained to enter into a work placement agreement.
2. Make contact with host employers and negotiate the work placement program, including the student selection process and the type of training placed students will undertake.
3. Discuss student safety with the host employer and ensure that a student is not placed in a work situation where there are:
 - a. General unacceptable workplace risks or working conditions.
 - b. Identified OH&S risks or issues
 - c. Specific unacceptable risks or hazards due to the student's age, maturity, ability, disability or medical condition.
4. Advise the host employer in writing of any relevant medical or other factors that may affect the student's health and safety or the health and safety of others while on placement.
5. Ensure that both the employer and student (and if applicable, parent/guardian) have a copy of, and fully understand, the work placement support materials and the approved work placement agreement.
6. Ensure a work placement agreement is completed, signed and held at RTO prior to the student starting their placement. The employer and student should also be given copies.
7. Make sure the student has fulfilled any industry specific requirements, for example police checks.
8. Assist the student to prepare for the placement, ensuring a full understanding of the work placement requirements is understood.
9. Provide the employer and student with the contact details of a suitable contact person at the RTO.
10. Provide all required documentation to students and employers such as Agreements, Work Placement logs, and any other required documentation to support the work placement.

DURING THE PLACEMENT

1. Make regular contact with the host employer and student during the placement to monitor progress and provide support as required. This may include developing the employer's capacity to coach and train the student.
2. Visit the workplace to monitor the student's progression and working conditions. Assessments will also be conducted to confirm student progress.
3. If Eminent College of Education is made aware of any accident or incident, the RTO is required to ensure that the student and employer complete an incident form for the accident or incident that occurs within the workplace during the Work Placement.
4. Terminate the program immediately if there is any concern that the student's physical or emotional health and safety is placed at risk.

AFTER THE PLACEMENT

1. Provide the employer with an evaluation form or other method of giving feedback on the work placement program and send a letter or call the employer to thank them for hosting the student.
2. Keep an accurate record of the work placements and make sure that this is kept in student file as evidence.

HOST EMPLOYER RESPONSIBILITIES

BEFORE THE PLACEMENT

1. In consultation with the RTO contact person, participate in an appropriate process for selecting students for placement.
2. Plan for the student's time in the workplace, including discussing the learning needs of the student with the RTO contact person.
3. Notify Eminent College of Education of any significant risks, restrictions or legislative requirements imposed in the work place so that the RTO is able to determine the appropriateness of the workplace for Work Placement purposes.
4. Complete and return to the RTO a signed Work Placement Agreement for each student who will be completing Work Placement within the host employer's workplace.

DURING THE PLACEMENT

1. Ensure that the student receives an appropriate induction into the workplace, including tour of premises, introduction to work colleagues, identification and explanation of all OH&S requirements, confirmation of hours, duties, and reporting procedures
2. Provide supervised training and relevant learning experiences as discussed with the RTO teacher and contained in the student's learning plan.
3. Provide a safe working environment where the student is:
 - a. Adequately supervised by the employer and their staff;
 - b. Fully informed of the risks associated with the work environment;
 - c. Provided with protective clothing and safety equipment as needed;
 - d. Safeguarded from injury or risks to health as employees are under relevant Occupational Health and Safety legislation.
4. Participate in the training and assessment processes as required and directed by the RTO trainers and assessor's. This will involve providing support and guidance in the development of specific skills and knowledge and providing support in the assessment process.
5. Ensure that students can contact their parent/guardian or RTO representative if necessary.
6. Provide the student with ongoing feedback and complete any assessments of the student where these have been negotiated with RTO staff.
7. Ensure that students participating in work placements are not subjected to any form of sexual harassment, victimization or discrimination, in accordance with equal opportunity and anti-discrimination acts and other similar legislation, and at common law.
8. Report all incidents/accidents immediately to the Eminent College of Education .
9. Verify all hours the student completes as part of the Work Placement via a student's Work Placement Log.

AFTER THE PLACEMENT

1. Complete an evaluation of the work placement program to provide the RTO with feedback on the Work Placement program and the student's outcomes.

Eminent College of Education

Work Placement Agreement

Student Name:	
Host Employer Name:	
Location of Work Placement:	
RTO Contact Person:	

Introduction:

This Agreement is required for any Work Placement undertaken as part of a course within the RTO. All parties (RTO, Student, and Host Employer) must sign this agreement to initiate this approved work placement agreement. This agreement is required where the work placement:

- Is directly related to the course of study being undertaken by the student
- managed and organised by Eminent College of Education
- undertaken under the supervision of a host employer

Purpose of the Agreement:

This work placement agreement sets out the responsibilities of the RTO staff, employers and students for programs delivered by the RTO. This agreement must be completed and signed by all parties prior to the commencement of any work placement arrangement.

Definitions of terms within this Agreement:

Practical Placement:	Any structured workplace learning that is part of a written agreement between a training organisation (the University) and an employer/organisation. It includes work observation, work experience and other forms of workplace learning.
Host Employer:	Workplace providing practical placement activity
Workplace Supervisor	Employee or owner of host organisation identified as contact person for student and University.
Practical Placement Agreement:	Written agreement signed by student, host employer and University to specify hours of placement and activate insurance cover.

STUDENT RESPONSIBILITIES

Before The Placement

1. Be aware of the information in this agreement.
2. Participate in the work placement selection process used by the RTO and the host employer.
3. When applicable, obtain a parent's or guardian's approval to enter in to the agreement.
4. Provide accurate and timely information where requested to satisfy any host employer or legislation requirements prior to commencing a work placement.
5. Advise the RTO of any medical or other factors that may adversely affect personal health and safety or the health and safety of others while on placement.
6. Ensure all learning requirements while on placement are understood.
7. Understand all conditions of employment while on placement (inc. payment, hours, and uniforms etc.)

During The Placement

1. Participate in an induction on the first day of the placement or as required.
2. Follow the host employer rules and follow all reasonable instructions of the employer and their staff.
3. Be punctual, courteous and act in a manner appropriate to a workplace. For example, telephone the employer if you are going to be absent, preferably in advance, otherwise as early as possible.
4. Complete any assessment requirements set by the RTO trainers/ assessors, including gathering evidence of competence.
5. Comply with all legislative requirements of the host employer. Such requirements may include occupational health and safety matters, maintaining commercial confidentiality or privacy of personal information.
6. Comply with all occupational health and safety policies and legislation, including wearing protective clothing and using safety equipment as directed by the employer or their staff.
7. Take reasonable care to protect your own health and safety and the health and safety of others in the workplace. This includes not consuming alcohol or drugs, which may constitute a risk to personal safety or the safety of others.
8. Report all incidents and accidents to the employer and the RTO as soon as possible after the event. A RTO incident form must be completed to document this, as well as any other reporting requirements of the employer.

After The Placement

1. Complete an evaluation form for the placement if requested to do so by the RTO or employer.
2. Write a letter of thanks to the employer for hosting the placement.

Eminent College of Education Responsibilities

Before The Placement

1. Provide equal opportunity to all students in accessing placements and provide for reasonable adjustment where necessary. If a student is under 18 years of age, make sure that parent or guardian approval is obtained to enter into a work placement agreement.
2. Make contact with host employers and negotiate the work placement program, including the student selection process and the type of training placed students will undertake.
3. Discuss student safety with the host employer and ensure that a student is not placed in a work situation where there are:
 - a. General unacceptable workplace risks or working conditions.
 - b. Identified OH&S risks or issues
 - c. Specific unacceptable risks or hazards due to the student's age, maturity, ability, disability or medical condition.
4. Advise the host employer in writing of any relevant medical or other factors that may affect the student's health and safety or the health and safety of others while on placement.
5. Ensure that both the employer and student (and if applicable, parent/guardian) have a copy of, and fully understand, the work placement support materials and the approved work placement agreement.
6. Ensure a work placement agreement is completed, signed and held at RTO prior to the student starting their placement. The employer and student should also be given copies.
7. Make sure the student has fulfilled any industry specific requirements, for example police checks.
8. Assist the student to prepare for the placement, ensuring a full understanding of the work placement requirements is understood.
9. Provide the employer and student with the contact details of a suitable contact person at the RTO.
10. Provide all required documentation to students and employers such as Agreements, Work Placement logs, and any other required documentation to support the work placement.

DURING THE PLACEMENT

1. Make regular contact with the host employer and student during the placement to monitor progress and provide support as required. This may include developing the employer's capacity to coach and train the student.
2. Visit the workplace to monitor the student's progression and working conditions. Assessments will also be conducted to confirm student progress.
3. If the RTO contact person is made aware of any accident or incident they are required to ensure that the student and employer complete an incident form for the accident or incident that occurs within the workplace during the Work Placement.
4. Terminate the program immediately if there is any concern that the student's physical or emotional health and safety is placed at risk.

After The Placement

1. Provide the employer with an evaluation form or other method of giving feedback on the work placement program and send a letter or call the employer to thank them for hosting the student.
2. Keep an accurate record of the work placements and make sure that this is kept in student file as evidence.

HOST EMPLOYER RESPONSIBILITIES

Before The Placement

1. In consultation with the RTO contact person, participate in an appropriate process for selecting students for placement.
2. Plan for the student's time in the workplace, including discussing the learning needs of the student with the RTO contact person.
3. Notify the RTO contact person of any significant risks, restrictions or legislative requirements imposed in the work place so that the RTO is able to determine the appropriateness of the workplace for Work Placement purposes.
4. Complete and return to the RTO a signed Work Placement Agreement for each student that will be conducting Work Placement within the host employer's workplace.

During The Placement

1. Ensure that the student receives an appropriate induction into the workplace, including tour of premises, introduction to work colleagues, identification and explanation of all OH&S requirements, confirmation of hours, duties, and reporting procedures
2. Provide supervised training and relevant learning experiences as discussed with the RTO teacher and contained in the student's learning plan.
3. Provide a safe working environment where the student is:
 - a. Adequately supervised by the employer and their staff;
 - b. Fully informed of the risks associated with the work environment;
 - c. Provided with protective clothing and safety equipment as needed;
 - d. Safeguarded from injury or risks to health as employees are under relevant Occupational Health and Safety legislation.
4. Participate in the training and assessment processes as required and directed by the RTO trainers and assessor's. This will involve providing support and guidance in the development of specific skills and knowledge and providing support in the assessment process.
5. Ensure that students can contact their parent/guardian or RTO representative if necessary.
6. Provide the student with ongoing feedback and complete any assessments of the student where these have been negotiated with RTO staff.
7. Ensure that students participating in work placements are not subjected to any form of sexual harassment, victimization or discrimination, in accordance with equal opportunity and anti-discrimination acts and other similar legislation, and at common law.
8. Report all incidents/accidents immediately to the RTO contact person. Complete an incident report for each incident/accident on the form provided by the RTO.
9. Verify all hours the student completes as part of the Work Placement via a student's Work Placement Log.

After The Placement

1. Complete an evaluation of the work placement program to provide the RTO with feedback on the Work Placement program and the student's outcomes.

GENERAL INFORMATION

Termination

1. This agreement may be terminated immediately where any party (student, host employer or RTO staff) feels any party is being placed in a position of unreasonable risk or danger.
2. Where the employer or student believe the placement has become untenable for any reason they should contact the RTO contact person and seek further advice.
3. Termination must be communicated verbally to each party immediately upon its occurrence, followed up by notice in writing to each party giving the reasons for the termination.
4. Where appropriate options such as replacing students or workplaces may be possible and shall be determined by the RTO on a case by case basis.

Eminent College of Education Work Placement Agreement	
COURSE INFORMATION	
Course/Qualification:	
Units/Modules requiring Work Placement:	
STUDENT INFORMATION	
Student's Name:	
Student's Phone No.:	
Student Email:	
If under 18, name of parent/legal guardian:	
HOST EMPLOYER INFORMATION	
Employer Name:	
Employer's Address:	
Employer Email:	
Contact Person at Workplace:	
Contact Phone No. at Workplace:	
RTO INFORMATION	
Contact Person at RTO for Employer and Student:	
Contact at RTO Phone No.:	
Contact at RTO Email:	

PLACEMENT STRUCTURE	
Length / Dates of Placement:	
Hours of Work (per week):	
Location of Placement:	
Description of Placement:	
Special Conditions (eg. safety):	
DECLARATION	
<p>RTO Representative:</p> <p>I have read and understand my responsibilities under this Work Placement Agreement and the RTO approves the work placement outlined above.</p> <p><i>Authorised RTO representative Signature:</i></p> <p><i>Name and Title:</i> _____ <i>Date:</i> _____</p>	
<p>Student:</p> <p>I have read and understand my responsibilities under this Work Placement Agreement.</p> <p><i>Student Signature:</i> _____ <i>Date:</i> _____</p> <p><i>Parent/Legal Guardian (if under 18):</i> _____ <i>Date:</i> _____</p>	
<p>Host Employer:</p> <p>I certify that this organisation holds a current public liability insurance policy with:</p> <p>I have read and understand the host employer's responsibilities under this agreement.</p> <p><i>Host Employer Signature:</i></p> <p><i>Name and Title:</i> _____ <i>Date:</i> _____</p>	