



Training and Assessment

Policies and procedures relate to Standard 1 The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Teaching and Assessment Strategy (TAS)

The RTO Manager ensures that all VET courses delivered at Kenmore SHS has a current TAS which is continually updated to included new information/data/improvements. Each TAS is consistent with the requirements of the training package and enables each student to meet the requirements.

When a qualification is superseded, the relevant VET Teacher and RTO Manager will review changes and the impact on students and teaching and learning. A new TAS will be prepared and transitioning arrangements will be put into place. The new TAS will be endorsed by the RTO Manager and stored appropriately on the school's network. The SDCS Administrator will be informed of the change to VET courses and make amendments where necessary. The school's timetabling Deputy Principal will be informed of the change and asked to change enrolment and reporting of students where necessary. The RTO Manager will ensure that the new course is set up in One School with the correct competencies and correct students enrolled.

Course Delivery

The majority of VET courses offered at Kenmore SHS are delivered for three 70 minute lessons per week over the course of two years. Some courses may include a Certificate I and II qualification which are delivered concurrently. Course delivery is identified on the TAS for each VET course.

The amount of training provided to students differs according to the existing skills, knowledge and experience of the students and the mode of delivery. For example, Certificate I in Information Digital Media and Technologies identifies that Kenmore SHS students have used computers and digital devices for at least four years of schooling and therefore reduces the course delivery to one semester as students possess the majority of skills/knowledge already. However, Certificate II in Skills for Work and Vocational Pathways identifies that the students have learning difficulties/disabilities and require an extended period of delivery thus the teaching and learning takes place over three years instead of two.

Resources and Support

Resourcing requirements are detailed on the TAS for each VET course and differ greatly across the range of courses offered at Kenmore SHS. Each Kenmore SHS student has an individual laptop which is loaded with the Microsoft Suite of programs as well as access to printers and scanners. Courses that require specific software is either available to download or can be accessed in computer labs throughout the school. Each classroom is equipped with data projectors and sound and the entire school has wireless network access.

During the SETP Interview, a Deputy Principal, Guidance Officer, Head of Department or Senior Teacher will discuss any concerns about a student's ability to complete and succeed in a VET course.

At this stage, a student may be identified as needing additional support to complete the course. Progressive monitoring of students is also undertaken throughout the senior schooling years to identify students in need of additional help and who may be at risk of not completing the VET course.

Teaching and Learning Support services are available to students who have learning difficulties and disabilities. Students may also access additional teacher support during exam blocks to ensure competency completion.

Assessment

Each TAS includes Program Details in Section 3 and a Register of Assessment Tools in Section 8 which details each assessment instrument used to assess the range of competencies in a VET course. Assessment instruments will be reviewed by industry representatives during an internal quality review to be conducted at the end of each school year. Recommendations for improvement are identified through this process to improve the learning outcomes for students.

Student work will be assessed by VET Teachers and students will be provided with relevant feedback about the quality of work. If students are deemed not yet competent, they are given more opportunity to complete the task to a competent standard. Teachers will record the result on the assessment cover sheet, sign and date and record the completion on the student profile sheet.

Assessment instruments take into account the Principles of Assessment including Fairness, Flexibility, Validity and Reliability. Assessment instruments will be validated at least once every five years by an external validator to ensure these principles are applied.

VET Teachers will ensure that the evidence submitted by students abide by the Rule of Evidence including Validity, Sufficiency, Authenticity and Currency. VET Teachers will use a range of assessment strategies to ensure that competencies are accurately assessed including folios of work, observation checklists, physical samples, exams and assignments.

Where a competency is being awarded through RPL, the VET Teacher will assess the student's application and obtain further evidence if necessary. The signed application and supporting evidence will be kept in the student's folio of work with other competency evidence. Should a student's application for RPL be denied by the VET Teacher, the student may challenge the decision by lodging an appeal with the RTO Manager. These forms are available to students in the student handbook, distributed at the commencement of the course.

Transitioning of Training Products

The RTO Manager and all VET Teachers will receive alerts to changes in a training product and/or changes to the scope of registration. When this occurs, the VET Teacher will review the changes to the training product and advise the RTO Manager to the extent of the changes. The VET Teacher and RTO Manager will prepare a plan to transition students to the new qualification within a 12 month period. Students and parents will be informed of the transition to a new qualification through email communication. A new TAS will be prepared by the VET Teacher and endorsed by the RTO Manager.

At this time, it will be determined if students will be able to receive a credit transfer for competencies that have been superseded but are regarded as equivalent. If not, students will be issued with a Statement of Attainment and RPL will be considered as a measure to recognise

learning from the superseded course. Gap training may be provided to ensure students obtain the similar competencies.

Marketing material will be updated to reflect changes to the training product including new code, title and competencies.