

POLICY:	COURSE DESIGN DELIVERY
2015 VET standards:	Standard 1
MCC Ref:	MCC-1-T 1
Purpose	<p>This Policy and Procedure ensures that TAS Documentation are completed prior to the delivery of any structure training for a course at the Institute is delivered.</p> <p>This is designed to produce outcomes that meet the requirements RTO 2015 Standards, Industry Training Package, Packaging Rules and Industry requirements that meet the needs of both the student, industry employers and the regulatory authorities.</p>
Scope	<p>This Policy and Procedure applies to the design and development of all structured training courses offered by the Institute to students have completed TAS Documentation.</p>
Responsibilities	<p>Responsibility for the design of structured training rests jointly with the CEO/RTO Manager and the trainers involved in the development of the researches.</p> <p>Responsibility for the delivery of training rests with the trainer.</p>
Definitions	<p>TAS Documentation means</p> <ul style="list-style-type: none"> • Delivery and Assessment Strategy (Training and Assessment Strategy) (TAS) • Lesson plans • Practical training tasks • Theory and practical assessments • Mapping • Validation and moderation • Industry engagement report

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2015 VET Standards:	Standard 1
MCC Ref:	MCC-1-T 1
Action/Method	<p>TAS Documentation RTO Manager shall ensure that the necessary compliance, trainers and industry specialist are engaged in the product of TAS Documentation prior to the delivery of any structured training course. This includes the development and implementation of the following documentation:</p> <ul style="list-style-type: none"> • Delivery and Assessment Strategy (Training and Assessment Strategy) (TAS) • Lesson plans • Practical training tasks • Theory and practical assessments • Mapping • Validation and moderation • Industry engagement report <p>Identifying Appropriately Skilled Staff</p> <ul style="list-style-type: none"> • Identify staff with the most appropriate skills and knowledge for the program. <p>Determining Training Needs</p> <ul style="list-style-type: none"> • Consult within the organisation and industry (see industry consultation minutes for each course). This includes plant and equipment licensing tickets and Worksafe requirements. This influences the skills and knowledge required to meet the demands of industry employers. • Determining what related skills exist, what training already exists, literacy levels, and potential number of people in the target group. • Identify the gap in the skills base. • Professional Recognition & registration • Common underlying learning outcomes <p>Developing Learning Outcomes</p> <ul style="list-style-type: none"> • Analyse the required training and express in terms of Learning Outcomes and Assessment Criteria. • Reference any relevant National Competency Standards. <p>Identifying Training Criteria</p>

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	<ul style="list-style-type: none"> • Identify relevant units of competency, packaging rules, required knowledge and skill and industry training packages • Is certification/registration required? If so, who will be the accrediting body? (ASQA)(VRQA) • What access is there to existing formal training (consider shift arrangements, location)? • What is the base level of literacy of the target group? • Are there industry/national standards that must be addressed? • What is the required training - a one-off event or does it need to integrate into a larger program? • What timeframes exist? • Are there any funding arrangements that could be accessed? • Clustered or un-clustered design and/or delivery <p>Designing the Training Program</p> <ul style="list-style-type: none"> • Determine whether Training designed should be based on a <ul style="list-style-type: none"> ○ 1. Un-clustered approach (single individual unit of competency) ○ 2. Clustered approach (multiple units of competency) • Does a suitable unit or training package exist? If so, gather full details including a syllabus/competency standards document and delivery arrangements. • Can an existing unit be modified? If so, gather full details including a syllabus/competency standards document, and modify the Learning Outcomes and Assessment Criteria to suit. • Do new units need to be developed? If so, involve key 'experts' in the writing of the unit to current Standard and relevant Competency Standards. • Circulate the completed unit to other 'expert' people for comment and modification. <p>Determining Delivery Arrangements</p> <ul style="list-style-type: none"> • Determine whether Training is delivered is a <ul style="list-style-type: none"> ○ 1. Un-clustered approach (single individual unit of competency) ○ 2. Clustered approach (multiple units of competency) • Seek course accreditation/recognition if required through the relevant Australian Skills Authority (ASQA). • Identify personnel and physical resource requirements, including prescribed qualifications and experience. • If required, instigate recruitment processes to meet the skills shortfalls within the Institute. • In addition to the Australian Quality Training Framework Standards, recruitment and selection related to specific training sectors will comply with any requirements imposed by the accrediting authorities and syllabus documentation. • Develop the training resources and verify these with other trainers before
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	<p>delivery.</p> <ul style="list-style-type: none"> • Arrange venue and physical resources. • Identify and arrange any special requirements regarding access and equity. <p>Delivering the Training Program</p> <ul style="list-style-type: none"> • Trainers to be qualified both in training techniques and content (formal qualifications and suitable experience). • Enrol students. • Constantly monitor the progress of the training and modify strategy as required. • Provide students with written information relating to the course aims, learning outcomes, assessment criteria. • Record attendance on Course Role/ Training Plan. • Identify students that have specific learning difficulties / training needs and make any adjustments or extra support necessary on a per case basis. • Ensure that all Learning Outcomes are addressed. <p>Assessing the Students</p> <ul style="list-style-type: none"> • Pre-training review and interview are conducted before any structure training is commenced • Assessment processes to be based on RTO 2015 Standards clause 1.8 Conduct Effective Assessment. • Students to be assessed on the basis of competent / not yet competent. • All performance criteria are to be assessed. • Details of assessment are to be documented. • Assessing the Course • Encourage students to complete a Student Feedback Questionnaire. • Management to review and validate the program: <ul style="list-style-type: none"> - Were the desired outcomes achieved? - What feedback (positive and negative) was received? - What changes should be made when the course is run again? - Were any non-conformances issued during the course? If so, review. - Were the objectives appropriate for the target group? - Were participants selected appropriately? - Were assessment methods and tools valid, reliable, sufficient and fair? <p>Documentation</p> <ul style="list-style-type: none"> • Delivery and Assessment Strategy (Training and Assessment Strategy) (TAS) • Lesson plans • Practical training tasks • Theory and practical assessments • Mapping • Validation and moderation
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	<ul style="list-style-type: none"> • Industry engagement report • Arrange the issue of certificates as per Standards for Registered Training Organisations (RTOs) 2015 using the student's Assessment Records for verification that competencies achieved. • Retain a copy of assessment results.
References	<ul style="list-style-type: none"> • Student Evaluation of Teaching • Student Satisfaction Survey • Course Review • Issuing of Results – Procedure
Definitions	<p>Agreed Program Delivery means a document that contains all of the following information a. name and contact details of the RTO; b. title of qualification; c. competencies/modules to be obtained; d. scheduled hours for competencies to be obtained; e. timeframe for achieving competencies including the start date and end date of each competency; f. delivery modes to be used; g. assessment details and arrangements; h. party or parties responsible for the delivery and/or assessment of each competence; and i. record of RPL and Credit Transfer hours granted, as relevant.</p> <p>Clustering means the process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work related needs.</p> <p>Course Extension(s) means the Course End Date has been extended to a date later in time than the original agreed Training Plan Course proposed End Date by Student request or as determined by MCC in the Student's best interests.</p> <p>Course Fee means money received by MCC directly from a student or another person who pays the money on behalf of the student for a Course which the Institute provides or offers to provide.</p> <p>Course Withdrawal means a Student is withdrawn from the Course due to either, a Student Request in writing, Failure of Student deemed by MCC not to be competent in a timely manner (NYC) and Failure of Student to consistently provide Evidence of Participation</p> <p>Evidence of Participation means evidence that will be accepted for Government Funded Students as outlined in the Service Agreement.</p> <p>Full Fee means non Government Funded students that pay a Course Fee.</p> <p>Government Course Fee or Tuition Fee means the amount(s) that are equal to Delivered Training to an Eligible Individual (Student) based on the Victorian Purchasing Guide, hourly rate under the Service Agreement Skills for Victoria Program and supported by evidence of Evidence of Participation. (Tuition Fee Claims are structured so as to ensure consistency between the information recorded in a Student's Training Plan, MCC SMS and that included in Student Statistical Reports to the Skills Victoria Training System (SVTS)).</p> <p>Government Funded means an eligible individuals which are funded by Higher Education and Skills Group (HESG) (formerly known as Skills Victoria) under related Schedules of the Service Agreement.</p> <p>2017 Standard VET Funding Contract or Service Agreement means the 2017 VET Funding Contract - Victorian Training Guarantee Program.</p> <p>Higher Education and Skills Group (HESG) means Victorian Government supports and facilitates access to training and tertiary education opportunities and are the Victorian Government's major funding source for skills training</p>

VERSION CONTROL
Review/ amendment history
Policy Approved by: Chief Executive Officer / RTO Manager

Responsible Officer: Chief Executive Officer / RTO Manager

Next Policy Review Date: July 2018

Version	Date	Details
1.0	July 2014	Policy issued
2.0	Dec 2014	Updated to reflect Standards for Registered Training Organisations (RTOs) 2015
3.0	July 2015	No material change
4.0	July 2016	No material change
5.0	Jan 2017	Updated to reflect 2017 VET Contract
6.0	June 2017	No Material Changes