Training and Assessment Policy

Organisation	Austraining (WA) Pty Ltd
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Purpose and Scope

This policy sets out how Austraining WA designs, delivers, monitors and improves its training and assessment practices. It applies to all delivery contexts, including VET in Schools (VETiS) programs, workplace-based delivery for employer-funded cohorts, and individual enrolments.

This policy is read alongside the Training and Assessment Strategy (TAS) for each qualification, the Validation Schedule, the Continuous Improvement Register, and the Complaints, Appeals and Student Support Policy.

1. Training Quality

1.1 Training Design and Delivery

Austraining WA determines training and assessment strategies and practices that are consistent with the requirements of the relevant training package and would enable each learner to meet the requirements for each unit of competency in which they are enrolled. Training is engaging, well-structured and paced to give learners sufficient time for instruction, practice, feedback and assessment.

The amount of training provided to each learner takes into account:

- the learner's existing skills, knowledge and experience
- the mode of delivery
- where a full qualification will not be delivered, the number of units being delivered as a proportion of the full qualification.

Austraining WA develops and maintains a Training and Assessment Strategy (TAS) for each qualification on scope. The TAS is reviewed before each new cohort commences and updated to reflect validation findings, training package changes, learner cohort characteristics and industry feedback. Each TAS specifies the units of competency and their sequence, the learner cohort, entry requirements, amount of training, modes of delivery, assessment methods, industry engagement strategies, support arrangements and trainer and assessor details.

1.2 Industry Engagement

Austraining WA maintains active and ongoing industry engagement to ensure training and assessment strategies, practices and resources remain relevant to current industry needs. Industry engagement activities include:

- ongoing involvement by the Director in industry practice through The BAS Agency, which supports active clients across business administration, bookkeeping, payroll and financial services
- the annual Business Engagement Project, which incorporates external business representatives as assessment panellists and provides written feedback to learners
- coordination with work placement providers and industry contacts to gather feedback on learner performance and industry skill requirements
- review of training package updates, companion volume implementation guides and current industry standards
- participation in industry networks, forums and professional development relevant to qualifications on scope.

Industry engagement outcomes are recorded in the Industry Engagement Register and used to inform unit selection, assessment task design and currency of delivery materials.

1.3 Assessment System

Austraining WA implements an assessment system that ensures assessment is competency-based and meets the requirements of the relevant training package. All assessment is conducted in accordance with the Principles of Assessment and Rules of Evidence under the 2025 Standards.

Assessment practices include:

- a range of assessment methods appropriate to each unit, including written tasks, practical projects, presentations, role plays and observations
- assessment tools reviewed prior to use to ensure they are consistent with the training product and can be conducted in accordance with the Principles of Assessment and Rules of Evidence
- clear marking criteria and instructions provided to learners before assessment begins
- formative feedback during delivery so learners understand their progress before summative assessment
- reasonable adjustment for learners with identified needs, determined and documented before assessment commences
- at least one further opportunity for learners assessed as Not Yet Competent to demonstrate competency, with specific written feedback identifying the gap
- RPL assessed using the same evidence requirements as standard assessment.

All assessment submissions are managed through the RTO Data Cloud LMS. Submission records, feedback, outcome decisions and supporting evidence are stored against each learner's enrolment record.

Austraining WA maintains systems to ensure assessment decisions are impartial and free from conflicts of interest. Trainers and assessors must declare any actual or perceived conflict of interest before assessing a learner with whom they have a personal or professional relationship outside the training context. Where a conflict is declared, the Director determines an appropriate management strategy, which may include having another qualified assessor conduct the assessment. Declarations and management decisions are documented.

1.4 Validation

Austraining WA validates its assessment tools, processes and outcomes in accordance with the 2025 Standards and Credential Policy. Validation is risk-based and is conducted at least once every five

years for each training product on scope, with more frequent validation where Austraining WA identifies risks to training outcomes, changes to training packages, or receives relevant feedback from learners, trainers, assessors or industry.

Validation includes:

- pre-delivery review of assessment tools against unit of competency requirements by the delivering trainer
- post-delivery review of assessment tools, student outcomes and consistency of assessment judgement
- formal validation sessions that include at least one independent validator with relevant vocational competency who has not been involved in delivering the units being validated
- documentation of validation findings and improvement actions in the Validation Schedule and Continuous Improvement Register.

The most recent formal validation cycle was completed in September 2025. Three improvement areas were identified: assessor instructions required more detail; student feedback was not being captured consistently; and WHS considerations needed clearer inclusion in relevant assessment tasks. All three have since been addressed.

1.5 Recognition of Prior Learning and Credit Transfer

Austraining WA offers RPL to all learners. RPL decisions are based on evidence of prior skills, learning and experience and are undertaken in accordance with the assessment system. Decisions are documented and applied consistently. Credit transfer is granted where learners provide authentic and valid AQF certification documentation or authenticated VET transcripts. See the Marketing, Recruitment and Enrolment Policy for full details.

1.6 Facilities, Resources and Equipment

Austraining WA ensures that facilities, resources and equipment for each training product are fit for purpose, safe, accessible and sufficient. Austraining WA:

- identifies the facilities, resources and equipment required to deliver each training product, including which will be provided by third parties
- ensures that all facilities, resources and equipment are and will continue to be suitable and safe for use by learners
- ensures learners have access to the facilities, resources and equipment they need to participate in training and assessment
- maintains documented strategies to identify and manage risks associated with learners using facilities, resources and equipment during work-integrated learning or work placements.

Learning resources are accessible to learners regardless of location or mode of delivery, including through the RTO Data Cloud LMS.

1.7 Managing Training Product Transitions

Where a training product on Austraining WA's scope is superseded, Austraining WA ensures all affected learners complete training and assessment and receive AQF certification, or are transferred to the replacement product, within one year of the replacement being released on the national register.

Where a qualification is no longer current and has not been superseded, Austraining WA completes affected learners' training and issues certification within two years of the qualification being removed from the national register. Where a unit of competency, skill set or accredited short course is no longer current, Austraining WA completes affected learners' training within one year of removal from the national register.

Austraining WA will not enrol new learners into a training product that has been removed or deleted from the national register. Where a transition affects a current cohort, affected learners, employers and (for VETiS cohorts) schools are notified promptly and a written transition plan is put in place.

2. Learner Support

2.1 Pre-Enrolment

Before enrolment is confirmed, Austraining WA provides each prospective learner with accurate information about the qualification, units of competency, delivery mode, assessment requirements, fees (where applicable) and available support. A pre-enrolment suitability assessment is conducted using the LLND Assessment Toolkit before commencement. See the Marketing, Recruitment and Enrolment Policy for full details.

2.2 During Training

Austraining WA monitors learner progress throughout delivery and provides support appropriate to each learner's needs. Support includes:

- trainer check-ins and formative feedback at regular intervals during each unit
- additional one-on-one support for learners who are falling behind or having difficulty
- holiday support sessions each term break for VETiS cohorts, so learners can complete outstanding work with direct trainer access
- coordination with school pastoral care teams and VET Coordinators for VETiS learners
- liaison with employers or supervisors for workplace or employer-funded cohorts
- access to wellbeing and support resources through the RTO Data Cloud LMS throughout the program.

Where a learner disengages or is at risk of not completing, Austraining WA contacts the learner and, where appropriate, their employer or school. Learners who withdraw may re-enrol within 12 months at no additional cost.

2.3 Reasonable Adjustment

Reasonable adjustments are made to support learners with disability to access and participate in training and assessment on an equal basis. Learners are supported to disclose disability if they wish to do so. Reasonable adjustment arrangements are agreed with the learner before training begins, documented in the learner's file, and reviewed if the learner's circumstances change. Where a reasonable adjustment is not appropriate or possible, the learner is informed as soon as practicable with reasons.

2.4 Diversity, Inclusion and Cultural Safety

Austraining WA fosters a safe, inclusive and culturally safe learning environment for all learners. This includes:

- actively promoting a learning environment that respects the diversity of learners and supports all students to participate fully
- fostering a culturally safe environment for First Nations learners, including sensitivity to cultural backgrounds in program content and delivery
- ensuring program content, delivery methods and assessment tasks do not create unnecessary barriers for any group of learners
- training staff in inclusive practice and cultural awareness as part of ongoing professional development.

2.5 Wellbeing

Austraining WA identifies the wellbeing needs of its learner cohort by reference to the training product content and the characteristics of each cohort. For VETiS learners, Austraining WA works with school pastoral care teams and VET Coordinators to identify and respond to wellbeing concerns. All learners are advised of the availability of wellbeing support services and how to access them, including through the RTO Data Cloud LMS and the Austraining WA website.

2.6 Completion and Certification

Austraining WA issues AQF certification documentation within 30 calendar days of a learner meeting all requirements for a qualification or Statement of Attainment, provided all agreed fees have been paid and the learner has a verified USI. For VETiS cohorts, learner achievement data is reported to the relevant authority using the learner's Western Australian Student Number (WASN). See the Completion and Certification Policy for full details.

Austraining WA tracks completion rates, satisfaction data and (where available) employment and further study outcomes to inform ongoing improvement. Quality indicator data is collected at key milestones through RTO Data Cloud and reviewed at the annual governance review.

3. VET Workforce

3.1 Staffing

Austraining WA ensures that the number of trainers, assessors and other staff is appropriate for the delivery of the services it offers. Staffing levels are reviewed before each cohort commences and whenever delivery contexts or volumes change. Austraining WA facilitates access to continuing professional development opportunities to enable all staff to effectively perform their roles.

3.2 Trainer and Assessor Credentials

All training and assessment is delivered only by persons who hold the credentials required under the Credential Policy associated with the 2025 Standards. Specifically:

- to deliver training and assessment and make assessment judgements, a person must hold TAE40122 Certificate IV in Training and Assessment (or its successor), TAE40116 Certificate IV in Training and Assessment, TAE40110 Certificate IV in Training and Assessment, a diploma or higher-level qualification in adult education or vocational education and training, or a secondary teaching qualification plus one of the assessor skill sets specified in the Credential Policy
- to conduct assessment only, the person must hold one of the above credentials, or an assessor skill set (TAESS00019, TAESS00011 or TAESS00001) or equivalent as specified in the Credential Policy
- a person who is actively working towards a credential (TAE40122 or TAE50122) may deliver training and contribute to assessment under the direction of a credentialled trainer, but must not make assessment judgements independently and must be making satisfactory progress towards completing the credential within two years of commencement.

Evidence of qualifications and credentials is authenticated by Austraining WA before a trainer or assessor commences delivery. Credentials are maintained in individual trainer files on Austraining WA's SharePoint and RTO Data Cloud and reviewed annually.

3.3 Industry Currency

All trainers and assessors must maintain current industry skills through ongoing participation in activities relevant to the training products they deliver. Currency activities may include:

- active employment or self-employment in a relevant industry role
- consultation with industry employers, clients or professional networks
- participation in industry events, conferences or forums
- review of current industry standards, publications and practices
- involvement in the Business Engagement Project or equivalent industry engagement activities.

Currency activities and dates are recorded in each trainer's file and reviewed at the annual trainer review.

3.4 Professional Development

All trainers and assessors undertake professional development in vocational training, learning and assessment, including competency-based training and assessment. Professional development activities are recorded in trainer files and may include:

- ASQA regulatory updates and 2025 Standards for RTOs training
- training package updates and companion volume review for qualifications on scope
- participation in validation activities
- mentoring, peer observation or other professional learning
- VETiS-specific professional development where relevant to the delivery context.

3.5 Industry Experts

Where an industry expert is engaged to support delivery or assessment, Austraining WA ensures that:

- the expert is engaged in response to a specific need related to the training product or learner cohort
- the expert holds relevant vocational competency and current industry skills for their role
- the expert works under the direction of a credentialled trainer and is only authorised to deliver training or contribute to assessment alongside the trainer — not to make assessment judgements independently
- a qualified assessor retains responsibility for all assessment decisions
- the engagement is documented, including the expert's role, the training product and the dates involved.

3.6 Supervision

Where Austraining WA engages a person who is actively working towards (but has not yet completed) the required training and assessment credential, that person:

- works under the direct supervision of a trainer who holds the full credential
- does not make assessment judgements independently
- holds vocational competency at least to the level being delivered and has current industry skills relevant to the training
- is enrolled in and making satisfactory progress towards completing TAE40122 or TAE50122 within two years of commencement.

A supervision plan is put in place before delivery begins, setting out the scope of the person's involvement, any restrictions on their role in evidence collection, and the monitoring arrangements. Supervision records are maintained in the trainer file.

Currently, all Austraining WA trainers hold the relevant qualifications and credentials in full. No supervised trainer arrangements are in place.

4. Governance (Outcome Standard 4)

4.1 Leadership, Integrity and Accountability

The Director is accountable for the quality of training and assessment and for compliance with the 2025 Standards. The Director and all governing persons are fit and proper persons as required by the Fit and Proper Person Requirements. Governing persons lead a culture of integrity, fairness and transparency in the delivery of services and act diligently to make informed decisions that support compliance with the Standards.

Governance decisions are documented and available for review. The Director conducts a formal review of training and assessment quality at least annually, drawing on quality indicator data, validation outcomes, learner feedback, trainer feedback and complaints and appeals data.

Austraining WA maintains current and accurate information on the national training register (training.gov.au), including scope of registration, qualifications delivered and RTO contact details.

4.2 Roles and Responsibilities

Austraining WA ensures that the roles and responsibilities of all staff and third parties are clearly defined, documented and understood. Specifically:

- all staff are informed of the requirements of the 2025 Standards that are relevant to their role
- staff are notified of any changes to regulatory or legislative requirements that affect the delivery of services
- third parties delivering services on Austraining WA's behalf are required under written agreement to comply with the 2025 Standards and are aware of their obligations under those Standards
- decision-making responsibilities are clearly allocated and documented to ensure accountability.

4.3 Risk Management

Austraining WA identifies, manages and reviews risks to learners, staff and the organisation. Risk management activities include:

- identifying and managing risks to the quality of training and assessment, including risks from training package changes, trainer availability, learner cohort needs and delivery contexts
- monitoring the financial position, financial performance and cashflows of the organisation
- maintaining a system for identifying, managing and disclosing real or apparent conflicts of interest
- for VETiS learners (who are under 18): identifying and managing risks to their safety and wellbeing by reference to training content, modes of delivery and the National Principles for Child Safe Organisations.

Austraining WA holds public liability insurance covering the scope of its operations throughout its registration period. Austraining WA complies with the Financial Viability Risk Assessment Requirements under the National VET Regulator Act 2011.

4.4 Continuous Improvement

Austraining WA monitors quality on an ongoing basis through a self-assurance model. The Continuous Improvement Register is the central record of identified issues, improvement actions, responsible persons and resolution dates. It is reviewed at each governance review and updated whenever an issue is identified or an action is completed.

Sources used to drive continuous improvement include:

- validation outcomes and assessment review findings
- learner satisfaction data collected through RTO Data Cloud at key milestones
- trainer feedback following delivery of each unit or program
- school and employer feedback for VETiS and workplace delivery contexts
- complaints and appeals data
- quality indicator data including completion rates and learner outcomes
- regulatory updates, including ASQA practice guides and training package changes
- feedback from VET regulators and state training authorities.

The Director is responsible for ensuring identified improvements are implemented before the next cohort or delivery cycle is affected.