

SOUTHERN SCHOOL OF NATURAL THERAPIES

LEARNING AND PROGRAM DELIVERY POLICY AND PROCEDURE

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Purpose

This policy and procedure reflects the organisations commitment to meeting the requirements of Standard 1 of the AQTF(2007). Under this obligation, a Registered Training Organisation (RTO) must provide quality training and assessment across all of its operations. This also includes a continuous improvements approach to identify, negotiate, plan and implement appropriate learning, delivery and assessment strategies to meet the needs of its clients and the relevant training package and to provide training and assessment by those with relevant qualifications and competencies.

Related AQTF Standards (See Standards Document for exact transcript)

Standard 1. The Registered Training Organisation (RTO) must provide quality training and assessment across all of its operations.

Scope of Policy

This policy applies to all persons engaged in training and assessment activities with the SSNT.

Responsible Authority

The Principal and Heads of Department are responsible for the organisation's compliance with this Standard, its control and implementation.

Definitions

Learning and Assessment Strategies

Delivery requirements specified in a Training Package or Accredited Course that have been interpreted and packaged into a learning program to meet specific target group needs in a specific learning/assessment environment.

Strategies -must be developed for the delivery of all AQF Qualifications appearing on the SSNT's scope of registration. Strategies are to include, but are not limited to:

- Definition of target group
- Units to be offered under the qualification (elective and core)
- Provision and authority for course customisations (if relevant)
- Training pathways
- Documented requirements for delivery specifications including those specified in national training packages, (staff competence, equipment, facility, resource, requisites)
- Transition management of training package changes
- Delivery and assessment modes/.instruments
- Workplace integration strategies for on-the-job training (ie clinic arrangements)
- External validation and internal moderation processes
- Improvement and review processes

Assessment -(including recognition of previous learning (RPL and RCC) is conducted in accordance with rules of evidence, principles of assessment and meets regulatory and training package requirements.

POLICY STATEMENT

This policy explains the way in which the training and assessment processes are to be planned and controlled at SSNT.

All training and assessment must be planned and defined prior to delivery and processes must be approved and maintained to ensure that services are meeting customer and compliance requirements.

Documented records and materials shall be used as part of the quality control process for training service activities. Processes for identifying, negotiating, designing, analyzing and implementing learning and assessment strategies and continuous improvements are provided as instructions within the Quality Systems procedures.

Learning and Delivery Strategies will include consideration of:

Literacy, language and numeracy

- Client information is to be clear about the level of language, literacy and numeracy skills required to complete an award program.
- The level of skills are to be consistent with workplace standards and likely job/role functions identified in work pathways
- Pre-entry assessments are to be made available to customers to determine literacy/language/numeracy competencies

Equitable Access

- The design and development of learning strategies must be considered within the context of the target group and maximise opportunities for successful learning outcomes. Such consideration must include implementation of the organisation's 'managing diversity' policy and principles.

Delivery Modes and Materials

- Modes of delivery are flexible and support customer needs for access to trainers and learning materials and support.
- Learning resources use appropriate levels of language, literacy and numeracy, and meet client needs.
- Resources and materials available for distance education, where available, are appropriate to the mode of delivery and offer a range of learning styles

Review

- Clients/students are to be included in all learning strategy review processes.
- Forms of feedback should incorporate both formal and informal review.
- Clients/students review and feedback instruments form part of the quality management system and are therefore subject to control processes.

PROCEDURE

Developing learning, assessment and delivery strategies

Heads of Departments (HODs) are required to develop strategies for each AQF qualification appearing on the SSNT scope registration. These must be implemented by identifying and documenting:

- course outcomes to be achieved from the training package or curriculum document.
- transition management of training package changes
- the target groups, industry sector, language, literacy and numeracy requirements and any factors limiting an individual's ability to participate in the course.
- the skills and knowledge to be applied and the standard of performance required in the workplace in conjunction with workplace representative.
- appropriate delivery and assessment modes.

- the human and physical resources required to conduct the training and carry out the assessment, including trainer and trainee manuals, workbooks, etc.

The documented learning assessment and delivery strategy is to be submitted to the Principal or his delegate for authorisation and approval to submit to external agents for validation.

Development of learning and assessment material

HODs are required to develop or acquire and customise learning and assessment materials to support the delivery of all AQF qualifications on the SSNT scope registration. HODs must:

- Investigate existing and/or commercially available learning and assessment tools for compatibility with the authorised learning and assessment strategy.
- Develop new or modify existing/commercial materials to conform to the authorised learning and assessment strategy.
- Develop appropriate assessment checklists for use by trainers and assessors.
- Trial learning and assessment materials with persons not previously involved in their development/modification and revise as necessary.
- Continually update all training and assessment materials in accordance with the continuous improvement policy and procedure.

External Validation

Prior to commencement of new accredited programs of study, HODs in conjunction with the Deputy, will seek industry validation of the proposed program. This may include but is not limited to:

- Matters of currency and relevance in the industry field
- Assessment instruments are valid and reflect current level of skills in the workplace
- Assessments are fair, valid, reliable and flexible
- Training content and method suits targeted learners
- The methods of teaching and delivery reflect current thinking in the academic field

The HOD and Principal or his delegate are to seek validation in writing to support the program of study.