

1. Purpose

Australian Paramedical College (APC) is committed to providing quality training delivery to support assessment activities in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Australian Paramedical College aims to provide students with quality, relevant and flexible training and assessment to meet the requirements of Training Packages and VET accredited courses and is consistently responsive to industry and student needs. APC will provide student and educator (trainer/assessor) access to relevant training delivery resources and support services.

2. Policy Statement

Australian Paramedical College is committed to providing high quality training and assessment products and services, providing students access to flexible learning options to accommodate diverse and varying learning styles and needs.

Australian Paramedical College will ensure that it provides the following to meet the RTO regulatory requirements and to sustain and deliver quality training delivery and assessment support services:

- Qualified and experienced trainers and assessors to deliver training and assessment within its scope of registration
- Educational training and support services to meet the needs of different learners undertaking training and assessment
- Validated training resources to enable learners to meet the requirements for each unit of competency/module, and which are accessible to the learner regardless of location or mode of delivery
- Facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
- All requirements, as specified in training packages or VET accredited course on scope of registration are met
- Training and assessment practices are relevant to industry needs, as identified through industry engagement and consultation
- Courses are offered with flexible or blended learning approaches, including (where possible) meeting a variety of learner styles, e.g. visual, aural, verbal, physical, logical, social, and solitary
- Courses are offered with a variety of assessment options to meet the various learner requirements inclusive of any reasonable adjustment application and amendment that do not alter the integrity of the learning and assessment where required

3. Definitions

The following words and expressions refer to the specific meanings as per the Standards for Registered Training Organisations (RTOs) 2015.

3.1 Support services may include, but are not limited to:

- Pre-enrolment materials inclusive of RTO and course information
- Study support options and study skills programs
- Advice to support language, literacy, and numeracy (LLN) programs and/or referrals to these programs
- Information related to equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- Access to learning management systems and learning resources
- Referral to internal and external mental health and wellbeing and/or mediation services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referrals to these services
- Information and communications technology (ICT) support
- Learning materials in alternative formats, for example, in large print
- Learning and assessment programs contextualised to the workplace
- Any other services that the RTO considers necessary to support learners to achieve competency.

3.2 Industry means the bodies that have a stake in the services provided by Australian Paramedical College. These can include, but are not limited to:

- Enterprise/industry students, e.g. employers; providers of placement opportunities
- Group training organisations
- Industry organisations
- Industry regulators
- Industry skills councils or similar bodies
- Industry training advisory bodies
- Unions.

3.3 Industry engagement, for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;

- Involving employer nominees in industry advisory committees and/or reference groups
- Embedding staff within enterprises
- Networking in an ongoing way with industry networks, peak bodies and/or employers
- Developing networks of relevant employers and industry representatives to participate in assessment validation; and
- Exchanging knowledge, staff, and/or resources with employers, networks and industry bodies

3.4 Mode of delivery means the method adopted to deliver training and assessment, including online, face to face, workshops, or blended methodologies.

3.5 Scope of Registration means the training products for which Australian Paramedical College (APC) is registered with the legislative body to deliver, assess, and issue the AQF certification documentation. It allows APC to provide training delivery and assessment resulting in the issuance of a testamur (qualification) and/or Transcript of results and/or statement of attainment by APC or provide assessment resulting in the issuance of the same by APC.

3.6 Training and assessment strategies and practices are the approach of, and method adopted by, APC with respect to training and assessment designed to enable and support learners to meet the requirements of the training package, unit of competency and/or accredited course.

3.7 Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: units of competency, assessment requirements (associated with each unit of competency), qualifications, and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

3.8 Training Product means the scope qualification, skill set, unit of competency, and/or accredited short courses.

3.9 Educators refers to Australian Paramedical College employed or contracted trainers and assessors

4. Policy Principles

4.1 Underpinning Principles

- 4.1.1 Training and Assessment Strategies are developed for all training products. (see training and assessment strategy policy)
- 4.1.2 Training delivery modes and methods are determined and developed through industry engagement and consultation with industry during development phase of training programs. (See industry engagement policy and training and assessment strategy)
- 4.1.3 All training and assessment is conducted in accordance with the documented training and assessment strategy and validated systematically in accordance with the APC validation schedule (See validation policy)
- 4.1.4 Australian Paramedical College will support flexible delivery modes for all courses being offered, including online and blended learning approaches.
- 4.1.5 Various instructional/delivery methods may be deployed for the delivery of training programs, including (but not limited to):
- Student learner workbooks
 - Research
 - Trainer presentations
 - Online and face to face tutorials and/or lectures
 - Audio/visual presentations
 - Demonstrations
 - Group discussions
 - Social media groups
 - Individual and/or group activities
 - Clinical workshops, inclusive of industry simulated activities, skills practices and role plays
 - Classroom instruction
 - Projects and case studies
 - Work placement (as per unit and course requirements).
- 4.1.6 APC upholds a philosophy that a proportion of the learning and assessment will be in consideration of, and/or integrated into the workplace for activities and more specifically where directed in the course requirements, such as work place/placement hours and requirements.
- 4.1.7 Students can enrol in the full qualification or individual units of competency to meet their specific needs. A specific mode of delivery will be negotiated each case requiring unit only enrolments.

4.2 Mode of Delivery

There are several modes of delivery that may be utilised by APC for course delivery and assessment (depending on the course being delivered and specific needs and/or requirements of students)

4.2.1 Blended Learning

This is the primary delivery model for all courses provided by APC. It incorporates a combination of any two or more of the following modes of delivery and assessment to support student learning and assessment and is facilitated by industry professionals that are qualified trainers and assessors.

4.2.2 Workshops – Educator Led

This is a blended learning approach supporting the online methodology implemented by APC. Students will have access to industry professionals and educators who are qualified trainers and assessors in the paramedical field and are provided with the relevant learning & assessment resources.

This is a partial delivery model whereby the APC paramedical educators deliver training and practical assessment activities in the simulated environment and in accordance with the identified requirements of the Training Package or VET Accredited Course. The workshop learning environment is interactive and students engage in learning, simulated activities, group discussions and practical assessment activities.

Students are required to demonstrate ‘satisfactory outcomes’ of the various practical assessments to demonstrate competency.

The educator led delivery and assessment mode for blended learning has the advantage of providing a focused, controlled environment for acquiring and confirming the skills and knowledge required for competency. Students are provided opportunity to practise the application of knowledge and skills.

Group activities allow the application of learning to a variety of situations. Self-paced research and work gives student’s opportunities to develop and practice their capacity to meet foundation skills for the industry and AQF level. It additionally supports self-directed work, and makes learning and assessment relevant to the actual paramedical environment and/or prepares the student for the any placement requirements of the course and /or the potential or actual workplace.

This mode of delivery may be a mandatory requirement for courses where there is a component requirement for industry placement hours supporting assessment regardless of prior exposure/experience/ knowledge and /or skills .

4.2.3 Classroom: Facilitated learning and assessment.

This is an activity associated with the blended learning approach whereby students receive learning and assessment support and access to educators and industry professionals who are qualified trainers and assessors in a classroom environment.

APC educators facilitate the learning and assessment requirements with students as they progress through the learning and may participate in formative assessment activities supporting the unit and or qualification outcomes. In this way educators may identify and

point out key topics and areas of learning and assessment requirements without teaching the full content. Students are required to complete learning and assessment online and self-paced, however they will have some access to a qualified trainer in a classroom /formal learning setting and/or the online trainer assessor if required.

This learning mode where utilised will be reflected in the course training and assessment strategy and communicated to the student through the enrolment process and course delivery instructions.

During classroom facilitation students will participate in group discussions and activities. Students are provided with some written and may participate in formative and/or summative assessments to demonstrate satisfactory outcomes and support competency across the units of delivery.

This facilitation method efficiently communicates high-level knowledge. Discussions, role play, case studies and group activities create significant group learning balancing lecturing with opportunities to reflect on concepts for application in a simulated environment. Individual research gives students opportunities to assimilate learning and practice self-direction and reflection. This mode of delivery is an optional delivery method supporting the blended delivery by APC and will be scheduled for specific courses as required and identified in the training and assessment strategy.

4.2.4 Online Learning

This is a self-paced blended learning approach in conjunction with other delivery and assessment modes as per the training and assessment strategy. Students engage in learning at their own pace and have access to support from educators that are industry professionals and qualified trainers and assessors via telephone, email, chat, Skype etc. Once students have completed their learning and assessments they submit online completed assessments via the learning management system to determine assessment outcomes.

During the online delivery option, students have access to educators that are industry professionals and who are who are qualified trainers and assessors. In addition, students have an opportunity where requested, scheduled or directed to participate in tutorials (online face-to-face) sessions where the educators provide advice, guidance and/or feedback on assessment activities.

4.2.5 Assessment Only – Recognition (RPL)

Where students choose a full or partial recognition approach they receive the RPL Student Guide for assessment and participate in ongoing communication and support from the RPL Assessment Coordinator and industry professional who is a qualified assessor. No learning

materials are provided for this mode. Where partial RPL is determined, a student may be required to enrol in additional course units to complete a qualification. (See recognition policy)

4.3 Course Workplace Activities

- 4.3.1 If a student is not currently employed in a relevant industry related to the course they are undertaking, APC will encourage students to seek/access for Placement and or work experience within the relevant industry throughout their training where possible and following the workshop.
- 4.3.2 Where a qualification or unit of competency identifies mandatory placement or workplace hours are required for assessment and competency purposes, this must be negotiated and confirmed with the APC Placement Coordinator and may only occur once a student has been found satisfactory across any assessment activities required and satisfied the specific course placement requirements and completed and
- 4.3.3 Australian Paramedical College may negotiate with the student and a workplace to support arrangements for placement, inclusive of the confidential treatment of workplace information, and interactions within the workplace.
- 4.3.4 Australian Paramedical College will ensure that where the student uses evidence from their workplace as demonstration of their competence, the student obtains prior approval from the workplace for the information/documentation to share and provide as evidence to the Australian Paramedical College for assessment. All assessment documentation is treated as confidential in the context of the RTO legal requirements relating to student information and the Privacy Act 1988 (See privacy policy)
- 4.3.5 Australian Paramedical College ensures that should site visits be required for training and assessment (inclusive of RPL) that the Australian Paramedical College educators are aware of the privacy, confidentiality, and commercial sensitivity of the business.
- 4.3.6 Australian Paramedical College will ensure it has permission from the workplace management for the conduct of training and assessment in the workplace environment.
- 4.3.7 Australian Paramedical College will inform students of any requirements to interview workplace managers, colleagues, students and/or personnel, and that they agree for access those parties involved (inclusive of RPL assessment activities)
- 4.3.8 Australian Paramedical College ensures the confidentiality of individuals who may be involved in any workplace interviews, such as managers, colleague's students and/or personnel.
- 4.3.9 Australian Paramedical College will advise educators (trainer/assessors) of the requirement to receive relevant site inductions prior to entering a workplace, in consultation with site management.

4.4 Training & Assessment Resources -Trainers and Assessors

4.4.1 Australian Paramedical College provides the following resources to trainers and assessors for the delivery of training and assessment, although not limited to the following:

- Training plans
- Course delivery outlines
- Training and assessment strategies
- Trainer/assessor guides and resources
- RPL student and assessor guides (kits)
- Student Management System
- Learning Management System (Go1 with transition to Moodle)
- Training delivery resources (inclusive of the simulated workplace equipment and paramedical/Health environment)
- Assessment resources and tools
- Course outlines and assessment mapping matrices
- Course/unit reporting documentation and resources
- Course/unit support resources (e.g texts, agreements, placement workbooks, videos, webinars)
- Course files (additional as required)
- Student files (as applicable)
- Learning Management System - (Go1 with transition to Moodle)
- Course feedback outcomes
- Continuous improvement registers
- Policies, procedures and forms
- Q Paramedical Simulated Business for training and assessment access
- Internet and electronic resources
- Social media forums
- Validation forms and processes

4.4.2 Resources provided will contain all relevant information for an Educator (trainer) to effectively deliver a high standard of learning and assessment services to meet the unit/s of competency and course outcomes.

4.4.3 Australian Paramedical College provides the learning facilities and equipment as required and prescribed in the course training and assessment strategy to accommodate the identified number of learners.

4.4.4 Australian Paramedical college will meet the documented conditions of assessment as identified in the unit training package and referenced in the course training and assessment strategy

4.5 Conduct of Training Delivery

4.5.1 Training sessions will be provided at:

- Australian Paramedical College Training venue as identified in the course training and assessment strategy; or
- At a contracted training venue arranged by Australian Paramedical College (where necessary)

4.5.2 The degree to which learning occurs depends on how the student interacts with their learning environment. The environment consists of the trainer, the training materials, other learners, as well as the physical and psychological atmosphere.

4.5.3 In all cases, educators are required to deliver the training and assessment in accordance with the training and assessment strategy, utilising the identified training and assessment resources and methodologies. Educators are to be mindful of their function, responsibilities, and roles as a trainer/assessor with Australian Paramedical College, and in the holistic management and leadership of students and the learning and assessment environment.

4.5.4 Educators (Trainer/Assessors) as leaders must support, guide, inspire and supervise the students so that they have every opportunity to attain their learning outcomes.

4.5.5 Trainers are required to encourage students to be responsible for their own learning. Controlling the learning activity enables the trainer to monitor the progress of the learning experience.

4.5.6 Additional responsibilities of Educators in the Trainer/Assessor role may include, but are not limited to:

- a. Prior to the commencement of training, assess the area to identify WHS hazards which could pose threat to safety of students
- b. Reporting and commencing action to minimise the likelihood and consequences of any identified WHS issues or areas of concern.
- c. Consulting and collaborating with management and staff to support quality training and assessment practices to meet the relevant Standards for Registered Training Organisations (2015) and all overarching legislation

- d. Monitoring and reporting training progress and success
- e. Monitoring and reporting on student's readiness for assessment
- f. Validation Activities of Training and Assessment products tools and methodologies

4.5.7 Educators delivering training and assessment services must ensure all course documentation is completed and provided to the relevant department for record management (See record management policy). This may include, but is not limited to:

- a. Attendance records
- b. Training environment (WHS evaluation and documentation)
- c. Student – NCVET student feedback
- d. APC clinical workshop feedback
- e. APC course evaluation forms
- f. Trainer –workshop feedback forms and/or reports
- g. Course or unit completion documentation (as directed)
- h. Assessment task checklists (Unit Reports)
- i. Student assessment outcomes
- j. Course summary reports

4.6 Premises, equipment and facilities

- 4.6.1 Australian Paramedical College management and staff will ensure that students have access to sufficient facilities and equipment required to accommodate the number of students and the effective completion of their training and assessment.
- 4.6.2 Where a hazard or significant disturbance is identified immediately prior to and/or during training delivery, the training will only continue if there is no safety risk. Otherwise training will be re-scheduled.
- 4.6.3 All equipment is regularly checked and tested to support safe training and assessment practices and ensure that it is operational and safe. If equipment failure occurs, it must be reported, and training should continue only if it is safe to do so. Alternative arrangements for replacement of equipment should be put in place where practical to do so.

5. Document and Data Control and Records Management

All documentation/records and associated processes are maintained in accordance with the Document, Data Control and Record Management Policy and via the Quality Management System.

6. Authority

The authority for the issue of this instruction is CEO and/or the QPC Coordinator as the Delegate of the CEO

Peter Evans

Chief Executive Officer

A handwritten signature in black ink, appearing to read 'Peter Evans'.

03 Jan 2019

Version	Purpose/Amendments	Issued
V1.1_17	Initial implementation	12 Dec 2017
V1.2_18	Amended to reflect delivery changes and Standards for RTO clauses (policy refs)	12 Apr2018
V1.2_19	Annual Review & Minor amendments (e.g. policy/statement additions)	03 Jan 2019