Greenhill Institute Pty Ltd t/a Greenhill Institute
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## TRAINING AND ASSESSMENT STRATEGY POLICY

*Greenhill Institute Pty Ltd t/a Greenhill Institute (hereby referred as Greenhill Institute)*

### 1. PURPOSE

The purpose of this policy is to meet the requirements of the Standards for Registered Training Organisations 2025.

To provide documented strategies for the delivery of quality nationally recognised training and assessment and to ensure correct certification of completed training.

Training and Assessment policy outlines the principles that underpin Greenhill Institute Pty Ltd t/a Greenhill Institute (herein referred to as "GI")'s approach to assessment and ensure consistent best practices for training and assessment.
GI will implement, monitor, and evaluate training and assessment strategies and practices:
- To systematically evaluate and use the outcomes of the evaluations to continually improve the Institute's training and assessment strategies and practices and to drive continuous improvement that supports learner success, industry relevance, and compliance.
- To undergo validation of GI's assessment systems, tools, processes, and outcomes in accordance with the Credential Policy and the Standards for RTOs 2025. (Ref: Validation Policy and Procedures).

### 2. SCOPE

This document applies to all assessable learning activities, units and courses offered at the Institute.

### 3. RESPONSIBILITY

The CEO/Training Manager will be responsible for the implementation of this policy and procedure, along with delivery of training and assessment.

### 4. DEFINITIONS

4.1. **Training and Assessment Strategy (TAS) is** the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course (Glossary, Standards for RTOs 2025).

4.2. **Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET-accredited course.

4.3. **Assessment tools**: are the instruments and procedures used to gather and interpret evidence of competence for the chosen assessment method.

4.4. **Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

4.5. **Learner** means a person being trained and/or assessed by GI for issuing AQF certification documentation.

4.6. **Recognition of Prior Learning (RPL)** means an assessment process that assesses the competencies of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package for VET-accredited courses.

4.7. **VET Regulator** means the National VET Regulator, being the Australian Skills Quality Authority (ASQA).

4.8. **Unit of competency** -The specification of the standards of performance required in the workplace.

4.9. **Credit Transfer (CT) -** The granting of exemption or credit by a Registered Training Organisation (RTO) to students for units of competency completed under an accredited training.

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## 5. REQUIREMENTS/PRINCIPLES (SRTO 2025)

### 5.1. TRAINING AND ASSESSMENT

- Training and Assessment strategies and practices are designed to be responsive to industry and Learner needs, and to meet the requirements of training packages and VET-accredited courses.
- Training and Assessment Strategy and practices, including the amount of training it provides, meet the requirements of the VET training packages and AQF framework.
- GI determines the amount of training they provide to each learner about the existing skills, knowledge and the experience of the learner, the mode of delivery, where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- The entry requirement specified in the TAS are clearly listed.
- The Training & Assessment Strategy Checklist will be used to ensure that revised or new training and assessment strategies are appropriate before they are implemented.

**Industry Relevance**- Training and assessment practices are relevant to the needs of industry and informed by industry engagement.

**Learner Support** – GI determines the support needs of individual Learners and provides access to the support services necessary for the individual Learner to successfully complete their training in accordance with SRTO 2025.

**Assessment** - GI assessment system ensures that assessment (including RPL) complies with the assessment requirements of the training packages and VET-accredited courses it delivers. Assessment is conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, and reliability) and the Rules of Evidence (Validity, Sufficiency, Authenticity and Currency) contained in Standards for Registered Organisations 2025 to ensure that assessment judgements are consistently made on a sound basis. All assessment recognises access and equity issues without compromising the integrity of the assessment process. Assessment practices and judgements for each training product are systematically validated on an ongoing basis.

### 5.2. FACILITIES

- The facilities provided to learners are sufficient and enable learners to meet the requirements for each unit of competency.

- For theory classes, all the facilities and equipment are suitable to meet the learning needs of the students. The classroom is adequately resourced and includes Data projectors connected with trainer's computers, whiteboards, table and chairs, power points for laptop, computer. a computer with Internet connection to enable research, access to network printers and photocopiers from class,

- For practical classes (where applicable), the facilities match or exceed the specific requirements of the Training Package. The resources are listed clearly and unit-wise inside the TAS. Attempt is made to simulate the class environment as closely as possible to a real live workplace where applicable. Industry experts' advice is used to ensure the quality and industry standards of these simulated workplaces.

**Equipment**
- The facilities and specific equipment required meet the requirements of the training package and are currently as per industry's needs.

- All equipment is checked for safety and should be cycled in line with the equipment requirements, manufacturer's specifications, and instructions. The quality of the equipment will be determined by its quality, its amount of use (and thus wear and tear) and its currency.

### 5.3. LICENSING

Some Training Packages may require that the RTO work with the licensing authority or regulator. GI will ensure that it obtains full approval from the body in accordance with rules set down in the training package.

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### 5.4. LEGISLATION

All training packages will refer to one or more pieces of legislation or regulations. These are usually defined in the training package. It is the responsibility of all the trainers of that qualification to keep up to date with the current legislation.

In addition, as a part of the audit process, the list of legislation and/or regulations related to all training packages will be reviewed on a continuous basis. Superseded legislation is being removed, and new legislation that has been enacted is being added. Any changes identified will become items in the Continuous Improvement Register for updates to be completed in the Training and/or assessment material.

### 5.5. CREDIT TRANSFER

Where Institute identifies that learners have indicated on enrolment form or during pre-training review that student has completed the nationally recognised unit of competency and possible credit transfer or prior experience.
**RPL** - GI will recognize the existing competencies and offer RPL to individual Learners. Applications for RPL will be considered on a case-by-case basis and in a timely manner to ensure that all Learners are able to make well-informed choices about study options, pathways, and alternatives.

### 5.6. TRAINERS AND ASSESSORS

- Qualified trainers are recruited for the delivery of training and assessment practices.

- To provide training that reflects current industry practice and valid assessment, GI training and assessment will be delivered only by persons who meet the criteria set out in Standards for Registered Training Organisations 2025 and who undertake professional development in vocational training, learning and assessment. Refer to Staff Recruitment and Professional Development Policy for more details on qualifications of trainers and assessors.

- Supervision of unqualified trainers [Individuals engaged to deliver training and assessment who are not qualified trainers or assessors) (Supervised Trainers)] are supervised by a qualified trainer and do not determine assessment outcomes. GI ensures that Supervised Trainers possess the requirements of SRTO 2025. The level of supervision corresponds to the Supervised Trainer's level of skill, and supervising trainers are accountable for the Supervised Trainer's training delivery and collection of assessment evidence. All supervision arrangements for Supervised Trainers will be documented, implemented, and periodically reviewed in accordance with the ASQA Credential Policy and SRTO 2025.

- **Training and Assessment Qualifications for Trainers and Assessors**- GI only engages trainers and assessors who hold the skills and knowledge required to deliver training products of the highest quality. Trainers and assessors will have the skills and knowledge consistent with those identified through industry engagement and they must possess the requirements described in Standards for Registered Training Organisations 2025.

### 5.7. INDEPENDENT VALIDATION OF TRAINING AND ASSESSMENT QUALIFICATIONS

To ensure the integrity of GI assessments. The Institute assessment system, tools, processes, and outcomes are independently validated in accordance with Standards for Registered Training Organisations 2025.

### 5.8. TRANSITION OF TRAINING PRODUCTS

GI transfers superseded qualifications into replacement qualifications in accordance with Standards for Registered Training Organisations 2025 to best meet the needs of Learners and industry. Refer to Transition Policy and procedures.

### 5.9. ASSESSMENT

At GI, Assessments will support learner's engagement in learning and creating supportive learning communities.
GI assessment system will ensure that assessments comply with the assessment requirements of the training product and meet principles of assessment and rules of evidence. Refer to Assessment Policy and Procedures for further details.

### 5.10. QUALITY ASSURANCE

- GI operations are systematically and rigorously monitored and evaluated to ensure it delivers quality training and assessment at all times.

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- GI has sufficient strategies and resources in place to systematically monitor and evaluate delivery of its services and to ensure compliance with the Standards for Registered Organisations 2025.

- GI promotes a culture of continuous improvement by committing to Learner and client needs, performance optimisation and sharing responsibility for continuous improvement among all staff.

- Third parties only deliver services on behalf of GI where there is a written agreement in place. GI accepts and agrees that the Institute is ultimately responsible for ensuring quality training and assessment, regardless of any third-party arrangements.

### 5.11. CERTIFICATION DOCUMENTATION

GI issues, maintains, and accepts AQF certification documentation in accordance with the Standards for RTOS 2025. GI issues qualifications, statements of attainment and records of results only when the Learner has successfully completed all requirements and learner has no outstanding fees. Refer to AQF Qualifications and Statement of Attainment Policy and Procedures for further details.

## 6. PROCEDURES

**Monitoring and Evaluation of Training and Assessment Strategies**

Training Manager at GI will monitor and evaluate the training and assessment strategies and practices by following a structured approach.

GI will undertake moderation and validation of its training and assessment practices to ensure it meets the requirements of Standards for Registered Training Organisations 2025.

The Institute will engage with industry experts to ensure that the current training and assessment practices are relevant to the needs of industry and informed by industry engagement.

The procedures will be as follows:

- **Incorporate Feedback Mechanisms** - Feedback will be taken from the trainers, Training Manager, and students to understand the strengths and areas for improvement.

  CEO will use the feedback from the trainers/assessors and consult with the industry leaders and compliance consultant to understand the legislative standards and current industrial practices.

  Evaluation information will be further collected through the quality/performance indicator data collected during the delivery of training and assessment strategies, validation outcomes, trainer and assessor feedback and complaints and appeals.

  This information will be taken to identify valuable insights into the strengths and weaknesses of the strategies and improvise on the training and assessment strategies.

- **Internal Audits / Review -** GI will conduct internal reviews in line with the Compliance Monitoring Plan* to ensure ongoing compliance with Standards for Registered Training Organisations 2025 and to meet the current demand of industry needs.

  A review will take place on a regular basis based on feedback, suggestions, legislative changes, training package requirements. Where a review is identified, GI will set up meetings, including the key personnel of GI, including at least:
  - CEO/Training Manager,
  - Trainers/Assessors
  - Administration Manager, Student Administration
  - Compliance Consultant/Industry Expert

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Internal review of each detail mentioned in the training and assessment strategy and the Standards for Registered Training Organisations 2025 will be conducted in line with GI's Compliance Monitoring Plan. Reviews will use ASQA's most current self-assurance guidance and tools to systematically evaluate compliance, identify risks, and document continuous improvement actions.

\* **Compliance Monitoring Plan** has been developed to review and monitor the Institute's operations, including each department as per the student study cycle, including the training and assessment strategy. Refer to Quality Management Policy and Procedure for more details. Contact us at 1300136859 or email us at info@greenhillinstitute.vic.edu.au for any further information.

- **Industry Engagement:** The Institute will undertake industry engagement activities to identify the current demand and needs of industry. The Training Manager will organise a meeting with the industry expert and the discussions of the meeting will be documented in the industry consultation feedback form. Any gaps identified during the meeting will be documented and discussed with the internal staff members.

**Validation of Training and Assessment Strategy**

Monitoring and Evaluation of Training and Assessment strategy will lead to decision-making and action implementation. The evaluation made through collecting feedback and internal review of the training and assessment strategies will be used to determine the action required. A meeting will be conducted with the keys staff members, and further strategies and areas of improvement will be discussed for self-assurance practices.

The discussion and action taken will be documents in the meeting minutes or an action report. The Training Manager will be responsible for implementation of moderation and validation of the Training and Assessment Strategies in line with the compliance monitoring plan and the procedures are followed to ensure that the training and assessment delivered aligns with the requirements of the standards and current industrial practices.

**Implementation and Quality Review**
- After discussions, and outcome is finalized, where applicable, an action report will be filed in a "designated folder of each area". This folder will include old documents and policies, a review report and an action taken report.
- Post the decision-making, the strategy plan will be implemented by the CEO/Training Manager. This will be monitored further by conducting regular reviews in between and a final audit at the end of the review period.
- Details, actions, and outcomes of the review will be documented on the Continuous Improvement register.

Training Manager will ensure that training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET-accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

## 7. RELATED DOCUMENTS

- Assessment Validation Policy and Procedures
- Staff Recruitment and Professional Development Policy
- Transition and Teach-Out Policy and Procedure
- Quality Management Policy and Procedure
- Assessment Policy and Procedures
- Training & Assessment Strategy Checklist (Appendix 1)

## APPENDIX 1 - TRAINING & ASSESSMENT STRATEGY CHECKLIST

### Qualification:

| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
| **Training Product Identification**<br>• Identify Training Package from www.training.gov.au<br>• Identify Qualification Title and Code for each program/descriptor.<br>• Reference the current version of the qualification and unit codes as published. | | |
| **Qualification Packaging Rules**<br>• Identify total number of units required (core + electives).<br>• Specify packaging rules from the training package<br>• Ensure elective units are selected according to packaging and industry relevance.<br>• Confirm reference to AQF level, training package title, and release number.<br>• Ensure superseded or deleted units have transition arrangements recorded.<br>  - Ensure Institute subscribes to ISC and ASQA updates and signs up for www.training.gov.au change notifications.<br>  - Training Manager reviews and communicates any training package changes, developing and implementing an action plan.<br>  - Transition arrangements must be completed within 12 months in line with the Transition Policy and RTO Standards 2025. | | |
| **Target Cohort Profile**<br>Define and justify the target learner group, considering:<br>• Age range and experience level<br>• Educational background and prior learning<br>• Domestic or international student profile:<br>  - Specify whether the course's target cohort includes domestic students, CRICOS students, or both [Ensure compliance references are identified and documented (e.g., ESOS Act, National Code 2018, SRTOs 2025) for the relevant student group]<br>• Language, Literacy, Numeracy, and Digital (LLND) Proficiency<br>  - Minimum ACSF levels required per qualification.<br>  - Tools used for LLND assessment (e.g., LLN Robot).<br>  - Support provided via ACSF Support Plans or ELICOS referral where required. | | |

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| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
| • Physical ability requirements, if applicable (Identify physical ability and sensory requirements (e.g., manual handling, standing long hours, handling complex foods).<br><br>• Cultural diversity and equity considerations<br>• Support for Aboriginal and Torres Strait Islander learners.<br>  - Gender balance and LGBTIQ+ inclusion, disability access<br>  - Access to technology and geographical location | | |
| **Entry Requirement (Local/Overseas Cohort)**<br>Specify and Evidence:<br>• Age Requirement (minimum age per qualification/industry regulation)<br>• Academic Entry Requirement (Year 12 or equivalent)<br>• English Language Proficiency<br>  - List accepted tests (IELTS, PTE, TOEFL, etc.) and minimum scores.<br>  - Include alternatives (e.g., 5 years of study in English in eligible English-speaking countries, evidence of citizenship and a valid passport from an approved English-speaking country).<br>  - Check alignment with Migration (English Language Tests and Evidence Exemptions for Subclass 500 (Student) Visas) Instrument 2025.<br>• LLND Assessment:<br>  - Conducted pre-enrolment using ACSF-mapped tool (LLN Robot).<br>  - Confirm test results are documented, and support plans are developed for students below benchmark.<br>• Digital and Computer Literacy:<br>  - Ensure students have the required digital skills and offer help for those who need upskills.<br>• Work Experience if mandated<br>• Pre-Training Review (PTR):<br>  - PTR interview documented (face-to-face or telephonic).<br>  - Confirms student understanding of course, policies, and alignment with career goals.<br>• Other Pre-requisites where applicable (e.g., physical fitness, material and equipment required) | | |
| **Unit Selection and Mapping**<br>• Identify all core and elective units.<br>• Ensure pre-requisite units are identified.<br>• Confirm each unit's delivery and assessment mapping matrix is referenced.<br>• Provide rationale for each elective based on industry needs and student outcomes. | | |

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| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
| | | |
| **Volume of Learning and Course Duration**<br>• Determine nominal hours per unit for training and assessment.<br>• Confirm delivery weeks and holiday breaks total match CRICOS registration (as applicable).<br><br>• Identify:<br>   - Total Course Duration<br>   - Volume of Learning (VOL), in line with AQF guidelines (Break down hours for each of the following, as applicable: Theory Learning, Practical Assessment and Self-Study.)<br>   - Amount of Training (AOT)<br>• Include structured theory learning and assessment hours, practical training and assessment hours, self-study hours. | | |
| **Resources and Facilities**<br>• Identify and verify:<br>   - Physical resources (classrooms, kitchen, workshops, labs, library etc.)<br>   - Learning resources (trainer guides, learner guides, simulations)<br>   - Assessment resources (tools, templates, observation checklists, marking guides)<br>   - Workplace / simulated environment resources compliant with unit requirements<br>   - Verify access and safety compliance (e.g., WHS, first aid, PPE)<br>   - Accessibility and inclusivity provisions for students with special needs<br>   - Confirm material fee coverage (e.g., PPE kit). | | |
| **Delivery Schedule and Methods**<br>• Develop a detailed Delivery Schedule/Timetable (unit sequence, duration, contact hours).<br>• Identify delivery mode of delivery<br>• Ensure delivery methods align with industry expectations and cohort learning styles.<br>• Weekly schedule/timetable aligns with total contact hours (a minimum of 20 scheduled course contact hours per week)<br>• Ensure delivery strategy involves active engagement (e.g., roleplays, case studies, demonstrations).<br>• Verify inclusion of Work-Based Training (if applicable):<br>   - Workplace suitability checklist used.<br>   - Logbook maintained and verified by assessors and supervisors. | | |

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| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
| | | |
| **Assessment Approach and Decision-Making Process**<br>• Establish Assessment Matrix for each unit (mapping elements, performance criteria, and evidence).<br>• Specify assessment methods (e.g., observation, written test, project, third-party report).<br>• Outline evidence collection techniques (direct, indirect, supplementary).<br>• Describe assessment decision-making process, including moderation and validation.<br>• Include reasonable adjustment policy for fair assessment.<br>• Feedback mechanisms providing guidance through verbal feedback during lessons, written feedback on assessments, and progress tracking to monitor learning and support student improvement. | | |
| **Trainer and Assessor Requirements**<br>• Identify trainer/assessor qualifications and industry currency in line with the 2025 Credential Policy.<br>• Include:<br>  - Current training and assessment qualifications (e.g.,TAE40122 or equivalent)<br>  - Vocational competence at or above qualification level delivered<br>  - Industry currency and professional development evidence maintained.<br>  - Evidence of ongoing professional development (VET and industry)<br>• Maintain a Trainer Matrix aligned with ASQA 2025 standards. | | |
| **Student Support and Wellbeing**<br>• Describe support services (internal & external support): LLND assistance, academic support, counselling, digital literacy, accessibility, complaints & Appeals, and welfare.<br>• Access to mental health, legal, accommodation referrals, and cultural support listed.<br>• Early intervention processes in place (course progress monitoring, attendance notifications).<br>• Disability support and reasonable adjustment procedures clearly described.<br>• Outline processes for identifying and supporting at-risk learners.<br>• Specify orientation and induction procedures for VET students, ensuring they include information such as:<br>  - Safety and emergency services<br>  - Feedback, Complaints and appeals<br>  - Employment rights (Fair Work) | | |

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| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
|     -   Visa conditions (for international students).<br>•  Ratio of support staff to students maintained (e.g., 1:80 for CRICOS) | | |
| **Industry Engagement**<br>•  Details of consultation from employers or industry representatives.<br>•  Record evidence of industry consultation, such as industry consultant feedback forms, meeting minutes, or emails confirming phone or Zoom discussions, to ensure current industry information is used to meet industry expectations in areas such as:<br>    -  Elective selection<br>    -  Delivery and assessment methods<br>    -  Resource adequacy. | | |
| **Validation and Moderation**<br>•  Develop a Validation Schedule (risk-based and cyclical).<br>•  Identify:<br>    -  Validators<br>    -  Validation samples and timing<br>    -  Actions and follow-up documentation<br>•  Include moderation procedures to ensure consistent assessor decisions. | | |
| **Continuous Improvement and Self-Assurance**<br>•  TAS reviewed annually or after significant changes (training package updates, legislative changes, feedback).<br>•  Establish processes for data collection, analysis, and improvement (feedback, validation outcomes, complaints, trainer input).<br>•  Document continuous improvement registers and actions taken.<br>•  Include evidence of self-evaluation against 2025 Outcome Standards. | | |
| **Other Operational Elements:**<br>•  TAS references all applicable standards such as:<br>    -  SRTOs 2025<br>    -  ESOS Act 2000<br>    -  National Code 2018<br>    -  WHS, Fair Work, and Disability legislation.<br>•  Third-Party Arrangements (if applicable): agreements, monitoring procedures.<br>•  Records Management: ensure security, confidentiality, and retention of learner evidence.<br>•  Risk Management: identify risks to compliance, quality, and learner outcomes with mitigation plans. | | |

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| Checklist Items | Meets the Criteria Yes/No | Comments |
|---|---|---|
| • Ensure version control, approval signatures, and review dates present. | | |

Document Prepared By: _____ Date: _____