

Training & Assessment Policy & Procedure

1. Policy

- 1.1 Gippsland Institute of Technology develops and implements strategies for training delivery and assessment for each training package qualification/ unit and accredited course on its scope of registration.
- 1.2 Assessment practices and materials comply with the principles of assessment and rules of evidence.
- 1.3 Gippsland Institute of Technology assessment processes are fair, reliable, valid and flexible. Assessment decisions are made on authentic evidence.
- 1.4 Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.
- 1.5 Staff, facilities, equipment, and training and assessment materials meet the requirements of the Training Package or VET accredited course, are consistent with training and assessment strategies and are developed through effective consultation with industry.
- 1.6 Staff, facilities, equipment and training and assessment materials are appropriate for satisfying clientele learner needs.
- 1.7 All clients are provided the opportunity to have their prior learning recognised. Gippsland Institute of Technology implements a Recognition of Prior Learning policy and procedure to guide stakeholders.
- 1.8 The CEO is responsible for implementing this policy and reviewing its effectiveness in providing clients high quality training and assessment services in compliance with regulatory guidelines.
- 1.9 This policy is implemented in compliance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 Standard 1.

Procedure

2. Staffing

- 2.1 Gippsland Institute of Technology ensures that training and assessment is conducted by trainers/ assessors who:
 - possess a Certificate IV TAE40116 Training and Assessment and
 - are able to demonstrate the vocational competencies at least to the level of those being delivered and assessed, and
 - have relevant current industry skills/ knowledge directly relevant to the training being delivered and assessed
 - continue to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence
- 2.2 Gippsland Institute of Technology training/ assessment staff engage in professional development activities directly related to the units/ courses they deliver/ assess and Vocational Education and Training.
- 2.3 Gippsland Institute of Technology staff contribute to assessment validation and moderation processes and Continuous Improvement activities.
- 2.4 Gippsland Institute of Technology staff members are recruited, inducted and undertake professional development activities in compliance with the Staff Recruitment, Induction and Professional Development policies and procedures.

3. Training Delivery

- 3.1 Gippsland Institute of Technology identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.
- 3.2 Gippsland Institute of Technology employs a variety of delivery and assessment strategies in accordance with training package/ accredited course requirements and client's demands. Delivery and assessment strategies indicate how course are delivered and assessed, course duration, volume of learning, clientele, entry requirements including pre training review and LLN assessment, pathways, how clients are supported, course content, delivery and assessment resources, trainer/ assessors, industry consultation completed, course development process and any relevant legislation. Risk assessments and employability skills are also included where relevant. Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification is also calculated, indicated in Learning and assessment strategies and communicated to the learner.
- 3.3 If a course is structured so as to be completed in a shorter time period than that described in the AQF, the strategy will indicate the rationale behind this and include reference to:
- the previous skills and knowledge and the needs of learners,
 - how a specific learner cohort has the characteristics to achieve the required rigour and depth of training and can meet all of the competency requirements in a shorter timeframe.

The rationale will take into account the need to allow learners to reflect on and absorb the knowledge, to practice the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.

- 3.3 Gippsland Institute of Technology develops learning and assessment strategies in accordance with learner, industry, training package, Australian Qualifications Framework requirements. The volume of learning and clients learning needs are considered when developing strategies. Strategies are researched, negotiated and agreed prior to implementation. Consultation and feedback is undertaken with relevant internal and external stakeholders during the process. A Pre training review is implemented to ensure the strategies are appropriate for individual learners needs.
- 3.4 A file is created for every client on the SMS. This contains: name and contact details, title of qualification, competencies, scheduled hours, timeframe for achievement, delivery mode/s, training to be undertaken, assessment details and arrangements, parties responsible for delivery, and assessment of each unit of competency, records of CT and RPL granted.
- 3.5 Gippsland Institute of Technology monitors client progress in compliance with the Client support policy and procedure. Clients who are unable to complete their course in the scheduled time span may have their course extended in compliance with the client support policy.
- 3.6 The scheduled course duration may only be extended in compliance with the Client support policy and procedure.
- 3.7 Gippsland Institute of Technology ensures that in developing, adapting or delivering training and/or assessment materials and services:
- Methods used to identify learning needs, and methods for designing training and assessment, are documented. A pre training review is undertaken and appropriate advice supplied.
 - The existing skills, knowledge, qualifications and the experience of the learner are considered
 - The requirements of the Training Package or accredited course are met;
 - Core and elective units, as appropriate, are identified;
 - Customisation meets the requirements specified in the relevant Training Package or, for accredited courses; including training to relevant nominal hours, and RPL/CT assessments.
 - Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;

- Delivery modes and training and assessment materials which meet the needs of a diverse range of clients are identified;
 - The volume of learning guidance in the AQF is considered,
 - Where assessment or training is conducted in the workplace, Gippsland Institute of Technology negotiates the delivery and assessment strategy with the employer and learners; works with the employer to integrate any on-the-job training and assessment; and schedules workplace visits to monitor/review the training and assessment.
 - Prior to workplace delivery being agreed Gippsland Institute of Technology inspects each potential workplace to ensure the facilities, equipment, resources, materials, access to clientele and work activities and management structure are appropriate for addressing training package requirements.
 - If any issues are identified during the above process Gippsland Institute of Technology works with the employer to ensure they are appropriately address to satisfy course requirements. If the issues are not addressed the client cannot complete the workplace delivery component of a course with that employer.
 - If workplaces address all the criteria a workplace agreement is completed indicating roles and responsibilities. Supporting documentation is also supplied to clients, workplace supervisor and the Gippsland Institute of Technology trainer to facilitate the supportive and compliant implementation of services delivery. The documentation outlines each party's roles and responsibilities.
 - Access and equity principles, individual learning needs and how processes and materials may be adjusted for special learning needs are considered and relevant actions implemented to address learner needs and access and equity considerations.
- 3.8 Gippsland Institute of Technology documents the strategies on application for registration and on extension of scope.
- 3.9 Gippsland Institute of Technology validates all delivery material by mapping the content to the specifications in each unit of competency or accredited unit.
- 3.10 Gippsland Institute of Technology reviews the effectiveness/ appropriateness of all learning materials annually through the Course and Industry Advisory Committee meetings and through feedback from stakeholders.
- 3.11 Feedback is analysed and amendments implemented where appropriate. The effectiveness of amendments is monitored.

4. Assessments (including RPL)

- 4.1 Gippsland Institute of Technology assessments meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses within the scope of its registration.
- 4.2 Assessment strategies are developed in consultation with industry.
- 4.3 Gippsland Institute of Technology ensures that assessment, regardless of whether through a training and assessment pathway or an assessment-only pathway:
- comply with the Assessment Guidelines included in the applicable nationally endorsed training packages or the assessment requirements specified in accredited courses
 - lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable training package or modules specified in the applicable accredited course
 - consider the principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs
 - provide for applicants to be informed of the context and purpose of the assessment and the assessment process

- where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills
- that assessment judgements are consistently made on a sound basis
- involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been demonstrated
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
- are equitable for all persons, taking account of culture and linguistic needs; and
- provide for reassessment on appeal

4.4 Gippsland Institute of Technology undertakes the following assessment processes:

- Establishes the assessment guidelines in the AQF training package/ units of competency/ accredited course information
- Establishes client needs
- Develops learning and assessment strategies and assessment tools in accordance with guidelines and client needs
- Plans and prepares all resources, materials, staff and equipment
- Communicates assessment requirements to client's pre and post enrolment
- Communicates the requirements for ensuring academic integrity and provides definitions of cheating, plagiarism and cheating to each client along with the outcome of identification of these issues. This process is completed pre and post enrolment.
- Prepares clients for assessment
- Administers assessments
- Gathers appropriate evidence from the clients to make a fair, valid, reliable and consistent judgments
- Prepares a marking guide/ model answers for trainers to employ when coming to a decision on performance /competency
- Prepares marking criteria for assessors to employ when coming to a decision on performance/ competency
- Records client performance. Per assessment task -S – Satisfactory performance or U Unsatisfactory performance. Per unit – C – Competent or NYC -Not Yet Competent.
- Reviews completed assessments to identify cheating, plagiarism or collusion. Action is taken in accordance with the Academic misconduct policy and procedure.
- Provides the client with verbal and written feedback on performance on each task
- Provides opportunities for re-assessment
- Provides opportunity for clients to appeal assessment decisions
- Stores all assessment results and materials in compliance with the Records management policy.
- Reviews the assessment process and materials
- Seeks feedback from clients, employers and industry
- Actions feedback and monitors the effectiveness of any subsequent action in accordance with the process identified in clause 1.8 of the Continuous improvement policy and procedure.

4.5 Assessment processes and materials are employed in accordance with the principles of assessment.

Assessment is fair to the individual learner by:

- the individual learner's needs are considered in the assessment process
- where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs
- the RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Assessment is flexible to the individual learner by:

- reflecting the learner's needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Any assessment decision of the RTO is justified, based on valid evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

The assessment process is reliable.

- the assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
- evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

4.6 Assessment processes and materials are employed in accordance with the rules of evidence.

The assessment process and materials generate valid evidence:

- The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

The assessment process and materials generate sufficient evidence:

- The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

The assessment process and materials generate authentic evidence:

- The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

- The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

5. Re-assessment (including RPL)

- 5.1 All candidates are provided with an opportunity for reassessment when they have been assessed as "unsatisfactory" or "not yet competent" on all or part of the assessment.
- 5.2 Verbal confirmations undertaken during the initial assessment event do not constitute a "reassessment".

- 5.3 Candidates are provided the opportunity to attempt an assessment 3 times to demonstrate satisfactory performance at each assessment task. (unless the trainer deems the candidate to be causing a risk to himself/ herself or other candidates by performing assessment tasks).
- 5.4 Candidates must re-enrol in the unit and undertake the training again if they fail to demonstrate satisfactory performance in part or all of a unit after 3 attempts. This will incur a fee.
- 5.5 Candidates are permitted a period of 2 weeks past the submission date to submit late work. Approval must be sought from the trainer before late work is accepted.

6. Clients with special learning needs

- 6.1 Gippsland Institute of Technology provides access and equity to candidates with specific learning needs.
- 6.2 Gippsland Institute of Technology assesses client learning needs during enrolment. The Enrolment form, Pre Training Review and supporting documentation are used for this purpose.
- 6.3 The process in 6.2 is used to identify learner's needs and deciding if the course applied for is suitable for addressing the learner's needs.
- 6.4 If specific learner needs are identified during the enrolment process, an assessment of whether Gippsland Institute of Technology can internally support these needs is made and if appropriate learning support mechanisms implemented. Further investigation may be required at this stage. Feedback from industry specialists on how to address specific learning needs will be undertaken and considered in coming to a decision.
- 6.5 If Gippsland Institute of Technology cannot internally support the specific learner needs identified during the Enrolment process then the client may be referred to an external organisation for support. If the external organisation can support the client to successfully complete their course then arrangements are negotiated, documented and implemented.
- 6.6 The nature of some learning needs may require the client to access external support services and then on satisfactorily addressing their learner needs, re-apply for the course. E.g. where specific language, literacy and numeracy issues are identified during the enrolment process or the client does not satisfy the entry requirements due to their learner needs. E.g. low English proficiency levels.
- 6.7 Learning support arrangements are negotiated, documented, implemented and reviewed to ascertain the effectiveness of the arrangements in supporting the client's needs. Remedial action will be negotiated and implemented where appropriate.
- 6.8 As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.
- 6.9 Gippsland Institute of Technology trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, the trainer may be able to accept alternative evidence from a candidate with special needs.
- 6.10 Course delivery methodologies, equipment, materials and resources may be amended or new ones sourced to cater for individuals specific learner needs.
- 6.11 Gippsland Institute of Technology interacts with the VET & vocational industries to keep abreast of current industry practice. Gippsland Institute of Technology has forums and mechanisms to process information received and implements actions to maintain currency of practice. This extends to identifying current industry practices, resources, equipment and materials to appropriately support clients with specific learning needs.
- 6.12 Gippsland Institute of Technology staff contact other RTO's or our RTO consultant or external support services, industry specialists in supporting clients with specific learning needs for assistance and guidance, as required.
- 6.13 In making arrangements for clients with special learning needs all meeting minutes, support arrangements, advice and amended delivery/ assessment material is stored in the client file.
- 6.14 The client is kept fully informed of the process at all times by the Training Manager.

7. Assessment validation (including RPL)

7.1 Gippsland Institute of Technology validates assessment practices and materials by:

- Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by assessors against the same competency standards for each unit; and
- Implementing and documenting any action taken to improve the quality and consistency of assessment.
- Reviewing the effectiveness of amendments and taking further action where required
- Seeking and reviewing feedback received from clients, employers, staff and external parties
- The course and industry advisory committee will review all assessment strategies and materials once every two years. At least one member of the Course advisory committee will be independent of the RTO and possess:
 - vocational competencies and current industry skills relevant to the assessment being validated;
 - current knowledge and skills in vocational teaching and learning; and
 - the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTO's 2015
 - industry experts may be involved in validation to ensure there is the combination of expertise set out in the points above.

7.2 Each assessment tool utilised will be validated at least once every two years.

7.3 At least 50% of the units of competency on the RTO scope of registration will be validated within the first 3 years of every 5 year registration cycle.

7.4 A trainer/ assessor or external specialist independent of the instance of delivery and assessment of the training product being validated will be nominated by the Training Manager to lead the validation process for each unit. The person leading each validation process will complete the recording document. The Assessment validation record tool, Course and industry advisory committee recording document, Industry consultation recording document all indicate who led and contributed to the process. Records of validation activities are recorded and amendments incorporated where appropriate.

7.5 An assessment validation schedule, validation recording document, Course and industry advisory committee recording document, Industry consultation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

7.6 The results of the validation activities will be considered, amendments are made to assessment materials, processes and equipment/ resources where required. Training is provided to assessors where required to ensure any new materials or processes or equipment/ resources are implemented in accordance with training package requirements and/ or rules of evidence and/ or principles of assessment. New materials and processes implemented are monitored and remedial action taken where necessary. This process is in accordance with the Continuous improvement cycle/ process.

7.7 All Assessors assessing the relevant units will be communicated the outcome and provided guidance where amendments have been made to assessment materials or processes.

Assessment Moderation

7.8 Gippsland Institute of Technology moderate's assessments by:

- Reviewing feedback received from clients, employers, staff and external parties
- Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.

- Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.
 - Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.
 - Identifying variances in any of the above activities identified in the four points above
 - Identifying, actioning and recording any improvements implemented to ensure consistent application of the standards.
 - Reviewing submissions to identify instances of cheating, plagiarism or collusion. Where identified action is implemented in accordance with the Academic misconduct policy and procedure.
 - The course and industry advisory committee will review all assessment moderation strategies once per year.
- 7.9 Each assessor assessing a unit of competency will contribute to the moderation process at least once every two years for each unit of competency.
- 7.10 Assessors will moderate other assessor's judgements by reviewing samples of submissions assessed by another assessor or observing performance of the completion of a practical task at the same time as another assessor. Assessors will not moderate their own judgements. Assessor A will moderate assessor B's judgements, assessor C moderate assessor D's and so on.
- 7.11 An assessment moderation schedule, moderation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.
- 7.12 The number of submissions to be sampled is to be in accordance with the ASQA guidance: <https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation>
- 7.13 The results of the moderation process will be considered, amendments made to assessment tasks, marking where relevant and agreement reached between assessors on the acceptable criteria for judging competence reached. Amendments may also be made to assessment processes or physical resources. Training may be provided to assessors where required if there are issues around making judgements in accordance with training package requirements and/ or rules of evidence and/ or principles of assessment.
- 7.14 All Assessors assessing the relevant units will be communicated the outcome of moderation activities and provided guidance where amendments have been made to a marking guide or tasks or issues of inconsistent assessment of competence has been identified. This process is in accordance with the Continuous improvement cycle/ process.
- 7.15 A trainer/ assessor or external specialist independent to the instance of delivery being moderated will be nominated by the Training Manager to lead the moderation process for particular units.
- The person leading each moderation process will complete the recording document. The Assessment moderation recording document indicates who led and contributed to the process.
- 7.16 Gippsland Institute of Technology internally validates and moderates all units on its scope every two years as it considers a lower frequency of completing these activities to represent a risk to the organisation. Gippsland Institute of Technology adopts this approach to maintain currency of practice in delivery and assessment and appropriately prepare clients for entering the relevant workforce.

8. Assessment appeals (including RPL)

- 8.1 If a client feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.
- 8.2 Client should approach their assessor in this case outlining the reasons for their appeal.

- 8.3 If the assessor feels there are reasonable grounds for the appeal he/ she may decide to re-assess the client.
- 8.4 The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the clients file.
- 8.5 If the assessor decides to refuse the client an opportunity for re-assessment, the client may lodge a formal appeal by submitting a complaints and appeal form. The client must provide reasons for the appeal along with any supporting evidence.
- 8.6 Complaints & Appeals forms are to be submitted to: Training Manager Gippsland Institute of Technology 4/70 Main Street, Pakenham Melbourne Victoria 3810 or by e-mail to info@git.org.au.
- 8.7 If the appeal is in relation to the Training Manager's decision another member of staff will deal with the process.
- 8.8 The staff member reviews all the supporting documentation and discusses the situation with the assessor and client. A decision will be made after all the evidence has been considered.
- 8.9 If the Training Manager or other staff member handling the process decides that the clients appeal be upheld the following will apply.
- 8.10 The assessment in question will be marked by a different trainer and the outcome communicated to the client.
- 8.11 The assessor will document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the clients file.
- 8.12 The client will be awarded the grade that gives them the most favourable outcome between the two outcomes.
- 8.13 If the clients appeal is refused they will be sent written notification of the outcome within five working days of the meeting taking place. This will include the outcome including reasons and details for the decision. The letter will also inform the client of their right to access the external appeals process.
- 8.14 Clients can only appeal an assessment decision once.
- 8.15 If clients are dissatisfied with the outcome of the internal appeals process they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.
- 8.16 Clients must inform Gippsland Institute of Technology in writing if they are accessing the external appeals process

9. Facilities and equipment

- 9.1 A tenancy agreement is maintained at least for the length of the longest course delivered and is reviewed annually as part of the legislation review record.
- 9.2 Facilities and equipment requirements are identified at the course the development stage. Requirements are as per training package and industry requirements. Gippsland Institute of Technology also undertakes research with other RTO's to establish requirements.
- 9.3 Each training location undergoes a review to ensure adequate facilities and equipment are employed prior to course commencement.
- 9.4 Each training and assessment location has approval for educational use.
- 9.5 Industry consultation is sought when developing courses to ascertain/ assess facilities and equipment.
- 9.7 A facilities and equipment checklist is maintained for each course on our Scope of registration. This includes learning resources, including library materials, course delivery materials, computer hardware and software, and any other materials required to support course delivery
- 9.8 This is reviewed as part of the Continuous improvement policy and procedure.

- 9.9 A timetable is employed for each course.
- 9.10 Session plans are employed for each unit of competency being delivered.
- 9.11 Client are provided access to a library with relevant resources to support learning and assessment activities.
- 9.12 Appropriate resources are employed to create a simulated workplace environment where appropriate.
- 9.13 Issues relating to facilities and equipment are immediately communicated to the CEO by trainers and addressed. Facilities and equipment are also an agenda item in management meetings.
- 9.14 Current and future enrolments are reviewed against the capacity of facilities and equipment. Facilities and equipment are secured where and when appropriate.
- 9.15 Clients are supplied appropriate learning resources on commencement of their course and/ or units of competency. All information relating to costs (if any) are provided to client's pre enrolment.
- 9.16 The CEO will notify all clients and designated authorities of any intention to relocate premises by way of letter at least 20 working days before the relocation.
- 9.17 Client feedback relating to all the areas of this policy is collected, analysed and actioned (where appropriate) in compliance with the Continuous Improvement policy and procedure.
- 9.18 This policy is reviewed annually in accordance with the Continuous improvement policy.

10. Currency of training packages and accredited courses

- 10.1 Gippsland Institute of Technology reviews the currency of training packages as per legislation review policy.
- 10.2 Gippsland Institute of Technology implements new training packages/ accredited courses within 12 months of their introduction. Gippsland Institute of Technology provides opportunities for clients to transfer to the new training package so they are no disadvantaged by completing the superseded course.
- 10.3 All staff and clients are informed of this process along with transition arrangements.
- 10.4 Staff are involved in the development of new courses and strategies for delivery and assessment.
- 10.5 Clients will be informed in writing of any changes to training packages/ accredited courses and the implications of such a change.
- 10.6 Full details of the processes when ensuring currency and implementing new training packages are outlined in the Transition to new training packages/ accredited courses policy and procedure.

Documents to be employed when implementing this policy and procedure:

- Assessment tools
- Learning materials
- Training packages
- Learning and assessment strategies
- Session plans
- Timetables
- Access and equity policy
- Academic misconduct policy and procedure
- Assessment validation schedule and recording form
- Assessment moderation schedule and recording form
- Staff files
- Client files

- Course & industry advisory committee meeting minutes and terms of reference
- CT/RPL policy and procedure
- Facilities and Equipment checklists
- Staff meeting agendas and minutes
- Tenancy agreements
- Complaints and appeals policy and procedure

Revision history

Creation/ Revision Date	Comment	Created/ Revised by
21/8/20	Policy and procedure updated.	CEO

