

# TRAINING POLICY

QUALITY AREA 1 – TRAINING AND  
ASSESSMENT

# TRAINING POLICY

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## **PURPOSE**

Upskill U Pty Ltd is committed to providing high-quality training and assessment in accordance with the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards). As such, Upskill U Pty Ltd is required to implement a robust training system that ensures students are provided sufficient training and learning opportunities to undertake assessments as required within the National Training Packages and VET Accredited courses within its scope of registration.

This policy outlines Upskill U Pty Ltd's approach to planning, preparing, and delivering training is structured, compliant, and aligned with course and assessment requirements. It is designed to support effective learning outcomes while meeting the diverse needs of students and complying with relevant legislative and regulatory frameworks.

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## **SCOPE**

This policy applies to all staff involved in the development and delivery of training within Upskill U Pty Ltd, across all Nationally Recognised Training Products within our scope of registration.

It also applies to students enrolled with Upskill U Pty Ltd and undertaking any training or course offerings.

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## **POLICY STATEMENT**

This policy establishes the standards and procedures for the delivery of training within Upskill U Pty Ltd. The goal is to ensure that training is structured, inclusive, and aligned with the requirements of accredited courses and training packages.

All training must be conducted by qualified and approved trainers, follow the approved Training and Assessment Strategy (TAS), and prepare students for successful competency-based assessment.

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## **STRUCTURED DELIVERY**

Training is delivered in a structured and systematic format that follows the "Train – Learn – Absorb – Practice – Assess" method. This approach ensures students are guided progressively through the content, given time to absorb knowledge, and provided with opportunities to practise skills before being formally assessed. The structure promotes better understanding, engagement, and successful achievement of competency outcomes.

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## **ALIGNMENT WITH TAS**

All training delivery must align with the approved Training and Assessment Strategy (TAS). This ensures that the content, sequence, and assessment methods are consistent with the requirements of the relevant training package or accredited course. Trainers are responsible for adhering to the TAS to maintain quality, compliance, and consistency across all programs.

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## **PREPARATION AND PLANNING**

Effective delivery begins with thorough planning and preparation. This includes confirming the course requirements, verifying trainer availability, and ensuring the availability of required training and assessment materials. Additionally, trainers must assess and confirm the readiness of all necessary equipment and facilities to ensure they are fit for purpose and support the intended learning outcomes.

Delivery planning includes confirmation of:

- Course requirements
  - Trainer availability
  - Required training and assessment materials
  - Equipment and facility needs
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## **INCLUSIVITY AND SUPPORT**

Training must be inclusive and responsive to the diverse needs of all students. This includes recognising and supporting students with additional learning needs or barriers. Where appropriate, Individual Support Plans should be developed and implemented to provide reasonable adjustments, extra time, or alternative delivery methods to ensure equitable access to training.

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## **CONSISTENCY AND COMPLIANCE**

Consistency in training delivery is maintained through the use of validated session plans, learner guides, and approved training tools. Trainers are required to deliver content as outlined in these materials and ensure that delivery is always aligned with the intended assessment outcomes. This approach ensures quality and standardisation across all training sessions.

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## ASSESSMENT INTEGRATION

Training must adequately prepare students for assessment. Students should only undertake assessment after they have had sufficient opportunities to learn, absorb, and practise the required knowledge and skills. This ensures assessments are fair and based on informed student readiness, in line with the Principles of Assessment and Rules of Evidence.

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## STUDENT ENGAGEMENT

Training delivery is student-centred, designed to encourage active participation, collaboration, and critical thinking. Trainers are expected to create a positive and inclusive learning environment where students feel safe, supported, and motivated to contribute. Feedback is encouraged throughout the training process and is used to inform continuous improvement.

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## TRAINING AND ASSESSMENT METHOD: TRAIN – ABSORB – PRACTICE – ASSESS

The Training and Assessment Process should allow students sufficient time and opportunity to learn the knowledge required of the unit of competency/accredited unit, absorb the information, practice the required skills and once prepared, undertake the assessment process.



## PRE-DELIVERY PREPARATION

- The Trainer must review and familiarise themselves with the TAS and confirm course requirements.
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- Upskill U Pty Ltd will Identify and confirm trainer qualifications, industry and VET currency and availability.
  - Upskill U Pty Ltd will verify alignment of proposed training sessions with the TAS and course schedule.
  - The Trainer will prepare training logistics:
    - Equipment and facility readiness
    - Special materials required
    - Venue and WHS checks
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## **TRAINING DELIVERY**

- Conduct training in accordance with:
    - Session plans
    - Trainer resources
    - Learner guides and other approved materials
  - Ensure training content leads to the development of skills and knowledge required for assessment.
  - Facilitate active learning through discussions, activities, and real-world examples.
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## **LEARNER SUPPORT**

- Assess the learning needs of the cohort and individual students.
  - Develop and implement Individual Support Plans for students requiring additional assistance.
  - Provide flexible learning approaches and reasonable adjustments as needed.
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## **ASSESSMENT READINESS**

- Confirm that students have received adequate instruction and practice before undertaking any assessments.
  - Ensure training is clearly linked to assessment criteria and outcomes.
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## **LEARNER ENGAGEMENT AND FEEDBACK**

- Encourage learner participation and feedback throughout the training process.
  - Document feedback and reflect on it for ongoing improvement.
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## **POST-DELIVERY REVIEW**

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- Review training delivery effectiveness via student feedback and trainer reflection.
  - Report any deviations or challenges to the RTO management.
  - Participate in validation, moderation, and continuous improvement meetings.
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## **TRAINER REQUIREMENTS**

Trainers/Assessors hold appropriate vocational and assessment credentials. (See Trainer & Assessor Policy).

If a trainer is completing Training under supervision, see VET Workforce Policy for details on this.

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## **COMPLAINTS, APPEALS AND FEEDBACK**

Upskill U Pty Ltd values feedback and is committed to continuously improving the quality of the training and support we offer. We encourage all students to share their feedback, make appeals on assessment decisions, and raise any complaints they may have regarding this Training Policy, which is detailed in our Feedback, Complaints and Appeals Policy.

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## **ACCESS AND EQUITY**

Students have fair and equal rights to assessment. (See Equal Opportunity and Inclusion Policy).

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## **RECORDS MANAGEMENT**

Evidence of Training activity for all students will be kept by Upskill U Pty Ltd for a minimum of two (2) years after the completion of their training and assessment for all students.

All assessment outcomes and qualification/statement of attainment issuance information will be recorded and kept for a period of 30 years.

All documentation from Training processes is maintained in accordance with Records Management Policy.

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## **MONITORING**

All Training practices are monitored by the Chief Executive Officer and areas for improvement identified and acted upon. (See Continuous Improvement Policy).

Training practices and systems are continuously reviewed through:

- Student and trainer feedback
  - Internal audits and
  - Pre-validation activity outcomes
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- Systematic review post-validation of student cohorts

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## POLICY IMPLEMENTATION

The implementation of this policy is supported by:

- Staff induction and training on training delivery requirements
- Internal audits and validation activities
- Stakeholder feedback
- Version control and quality assurance mechanisms

Compliance with this policy will be reviewed at least annually, as part of Upskill U Pty Ltd’s quality assurance cycle, in alignment with our Self-Assurance Schedule.

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## ACCOUNTABILITY

The following table outlines the key roles within the organisation and their specific responsibilities in relation to the implementation, monitoring, and continuous improvement of this policy. Each role is accountable for ensuring the policy is upheld in practice and integrated effectively into relevant operational and compliance processes.

ROLES	RESPONSIBILITIES
<i>Management Team</i>	<ul style="list-style-type: none"> <li>• Oversight of training policy compliance, ensuring resources and staff capabilities align with legislative requirements.</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitor and evaluate the effectiveness of training delivery, manage documentation and improvements.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensures assessment tools are reviewed, contextualised, and validated; coordinates validation activities.</li> </ul>
<i>Trainers and Assessors</i>	<ul style="list-style-type: none"> <li>• Deliver training in line with this policy, adhere to the requirements of the TAS and session plans related to each course offering, participate in validation, and maintain currency in their field.</li> </ul>

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## MONITORING

The Accountable Officer is responsible for ensuring Policy Instruments are reviewed, normally on a five-year cycle from the date they came into effect or the date of the last review. An earlier review of the Policy Instrument may be initiated if significant regulatory changes occur or a need identified. A Policy Instrument under review remains in force until the revised Policy Instrument is approved.

POLICY INFORMATION	
Accountable Officer	Sarah Nicholson – CEO
Date Effective	01/07/2025

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Review Date	01/07/2030
Version Number	1

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## REGULATORY FRAMEWORK

This policy has been developed with reference to a range of legislative instruments, standards, guidelines, and regulatory principles that govern our operations as an RTO. These frameworks ensure that we operate with integrity, upholds quality training and assessment practices, and meets our legal obligations to students, regulators, and the broader community.

The following documents underpin the principles and practices outlined in this policy and should be considered in its application:

- [AQF Glossary of Terminology](#)
- [AQF Qualifications Issuance Policy](#)
- [Credential Policy - Standards for Registered Training Organisations](#)
- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [National Vocational Education and Training Regulator \(Consequential Amendments\) Act 2011](#)
- [National Vocational Education and Training Regulator \(Data Provision Requirements\) Instrument 2020](#)
- [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
- [National Vocational Education and Training Regulator Act 2011](#)
- [National Vocational Education and Training Regulator Regulations 2011](#)
- [Privacy Act 1988](#)
- [Student Identifiers Act 2014](#)
- [The Australian Qualifications Framework](#)
- [Vocational Education and Training \(General\) Regulations 2009](#)
- [Work Health and Safety Act 2011](#)
- [Digital Literacy Skills Framework](#)
- [AVETMISS data element definitions: edition 2.3](#)
- [AVETMISS VET Provider Collection specifications: release 8.0](#)

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## RELATED DOCUMENTS

For a complete and centralised list of interconnected documents - including associated policies, procedures, forms, and checklist - please refer to the Dependency Matrix located within the Quality Manual. This matrix has been designed to support consistency, version control, and alignment across the broader compliance framework.

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## DEFINITIONS

To ensure consistency and clarity across all policies, procedures, and supporting documents, Upskill U Pty Ltd maintains a centralised Definitions Library, located within the Quality Manual. This resource contains standardised definitions of key terms and acronyms commonly used throughout our quality management system and compliance framework. All documents should be read in conjunction with the Definitions Library to support accurate interpretation and application of terminology. Where a term is used within this policy and is not explicitly defined herein, it should be understood according to its definition in the Definitions Library. The Definitions Library is reviewed and maintained regularly to reflect changes to legislation, regulatory standards, and sector-specific terminology. Any suggestions for additions or amendments to the Definitions Library should be directed to the Chief Executive Officer for consideration as part of our continuous improvement practices.