Staff Induction

Issue Date: 30th October 2008

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SECTION 1- INTRODUCTION

Welcome

This information is an induction for new employees, trainers and assessors of Perth Boat School. The aim of this induction is to:

- assist new employees to feel welcomed

- provide new employees with sufficient information and an understanding on the products and services offered by Perth Boat School

- provide new employees with sufficient information and an understanding on policies and procedures of Perth Boat School

- assist new employees to perform in their role most effectively

It is intended that this information can also be used as an on-going reference.

Introduction

Commencing work at a new place of employment can be exciting and challenging all at the same time. Meeting new people, trying to learn everything there is to know about the company and the role, endeavouring to "fit in" with the other staff members, getting to understand the operations or the business is just the start. Information provided here is intended to assist new employees throughout this time.

Additionally, as a Registered Training Organisation (RTO), Perth Boat School is bound by compliance with the AQTF 2007. Perth Boat School's Chief Executive Officer has signed an agreement stating Perth Boat School's commitment to operate in accordance with these standards.

The AQTF 2007 requires Perth Boat School to provide appropriate information to all employees and contractors regarding various aspects of Perth Boat School business including its operations, policies and procedures. The information presented here complies with these requirements.

The policies and procedures outlined in this information are the responsibility of all staff at Perth Boat School. Each employee and contractor is expected to comply with Perth Boat Schools policies and procedures detailed herein. If you are unclear about any information contained here, please talk to the Director of Perth Boat School.

The Induction Process

Perth Boat School Induction process consists of three parts.

Part One: First Day - Socialisation

On the first day new employees are greeted and welcomed by the Manager of Perth Boat School. The Manager will have an initial discussion with the new employee, confirming job role, work area and responsibilities.

New employees are taken on a tour of the premises being introduced to all staff members and being made aware of the environment facilities.

Part Two: Completion of Induction

All new employees are provided with access to Perth Boat School induction training. This is completed within the first four weeks of employment.

An induction checklist is completed collaboratively by the Manager of Perth Boat School and the new employee. Both parties sign the induction checklist endorsing the completion of the Induction Training and confirming the new employees understanding of Perth Boat School policies and procedures.

This checklist is kept by the Manager of Perth Boat School on the individual's personnel file. All staff members have access to their own personnel file through request of the Manager.

Part Three: Ongoing development and coaching

All employees receive ongoing professional development and coaching in their role.

The Manager of Perth Boat School is directly responsible for ensuring all new employees complete the full Perth Boat School Induction Process.

Evaluation of the Induction Process

Perth Boat School is committed to ensuring its induction process is as effective as it can be for all new employees. Feedback from new employees regarding the induction process is critical.

On completion of the induction process, new employees are asked to provide feedback regarding the effectiveness of the information and process, making any suggestions for improvement.

Please provide all feedback to the Manager of Perth Boat School at any time.

SECTION 2 - EMPLOYMENT CONDITIONS

Human Resources

Every staff member has a confidential personnel file which is kept in a locked cabinet. All staff members have access to their own personnel file. To check or query personal details, feel free to contact the Manager.

Conditions of Employment

The Manager will explain the conditions of your employment, including any probation period (if applicable). Your working hours will also be discussed, along with your leave entitlements, pay days and other relevant issues.

Performance Expectations

The Manager will explain the expectations of your role. You should also receive a copy of your Job Description Form (JDF). The Manager will also outline any performance development evaluations you may be subject to.

Timesheets

The Manager will provide you with a copy of the relevant timesheet you will be required to complete (if applicable).

Name Badges

All Perth Boat School personnel are provided with name badges. These badges must be worn at all times whilst you are representing Perth Boat School.

Dress Standards

A high standard of dress and conduct is expected from all Perth Boat School personnel. Standard dress is typically smart business.

Sick/Late

If you are running late or will not be attending work due to illness, it is your responsibility to contact the Manager or Director and inform them. You will be provided with a personal telephone number which you can contact the Manager or Director after hours.

Smoking

Smoking is **not** permitted in any Perth Boat School building.

All staff are reminded not to smoke at the front of the building as this does not reflect professional behaviour.

Facilities

A staff member will assist you to locate facilities and basic procedures. These items will include, but are not limited to:

- Fire Extinguishers;
- Toilets;
- Telephones, fax machines, and photocopier;
- First aid facilities;

Entry and Exit

Entry to and exit from Perth Boat School for staff is through the front door. Each staff member is provided with their own key and security code once they have been confirmed in their position. For new staff this may be after the predetermined probationary period (if applicable).

When exiting the building, the last staff member to leave for the day will:

- ensure that all exit doors are locked;
- ensure that all lights are turned off;
- ensure that the photocopier is turned off;
- ensure that air conditioning is turned off;
- ensure the urn is turned off;
- ensure the alarm is set.

Upon arrival, the first staff member will:

- disarm the alarm system;
- Turn lights on;
- Turn photocopier on;
- Turn air conditioning on;
- Turn the urn on.

Kitchen

A kitchen area is available for your use, however it is every staff members role to ensure it is kept clean and tidy.

Mail

Mail is collected from the post office each morning at approximately 11am. taken to the post office once per day at 3.00pm. If you wish to send mail you can place your mail in the "Mail tray" in the administration area. If you wish to send personal mail, please ensure you have attached a postage stamp to the envelope.

Stationery

A small amount of stationery is kept in the administration area; please ask the other staff members for assistance with obtaining any stationery you require. If the stationery you require is not available at Perth Boat School, please advise the Manager so that an order can be placed.

Telephones

Telephones are primarily for Perth Boat School business use. An internal directory (hard copy) listing is available giving you contact details for all Perth Boat School personnel.

Confidentiality / Privacy

In the course of your official duties you will have access to confidential information regarding Perth Boat School, Perth Boat School staff, members and participants. As a general rule you are not to disclose any such information nor use such information in an improper manner. Please see Perth Boat Schools Privacy policy.

Information which must remain confidential includes staff home phone numbers and addresses, and any details relating to participants and their results.

SECTION 3 - PERTH BOAT SCHOOL

This section provides you with information regarding Perth Boat School, the company and policies and procedures of Perth Boat School.

About Perth Boat School

Perth Boat School was established in October 2007 offering nationally recognised training to the real estate, conveyancing, marine and financial services industries.

Perth Boat School is administered by Director Michael Beanland and RTO Manager David Lee.

Perth Boat School is registered with the Training Accreditation Council (TAC) of WA as a registered training organisation.

A RTO is able to provide nationally recognised training and certification against national competency standards and accredited courses as part of the Vocational Education Training (VET) system. To obtain and maintain registration a RTO must meet stringent quality requirements of the Australian Quality Training Framework (AQTF) which they are audited against by TAC on a regular basis.

Further information on the VET Environment can be found in Section 4.

Organisation Structure

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┌─────────────────────────┐
│        Director         │
│    Michael Beanland     │
└─────────────────────────┘
             │
┌─────────────────────────┐
│      RTO Manager        │
│       David Lee         │
└─────────────────────────┘
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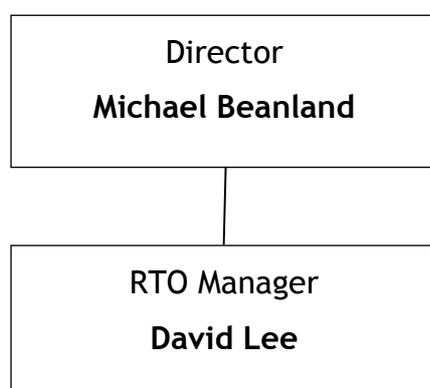
RTO Personnel

Personnel of Perth Boat School include:

- Director
- RTO Manager
- Trainers / Assessors

Responsibilities

Lines of responsibility are in accordance with the organisational chart and job description forms (JDF). The responsibilities for each of the positions and the hours of work for occupants of those positions are detailed in Chapter 14.

Job Description Forms (JDF's)

A comprehensive duty statement for each person is held by the Director and is given to personnel during Part One of the induction process.

RTO Operational hours

Perth Boat School is operates between the hours of 8.30 am and 5.00 pm Monday to Friday. Each individual employee will negotiate their working hours with the Director and these will be specified in individual employment contracts.

Policies & Procedures

Perth Boat School Policies & procedures

All Perth Boat School Policies are available on the website.

Perth Boat School Policies have been developed to relate directly to the Training and Assessment activities conducted by Perth Boat School as an RTO. These policies have been written in accordance, and to assist Perth Boat School in its compliance with the AQTF.

You are required to read and become familiar with these policies as part of your induction. (These are included on your Induction checklist). There may also be other policies that you may require being aware of, these are also found in the Perth Boat School Policy manual.

Please take the time to read and understand these policies.

Legislation, Acts and Regulations

There are a number of Federal and State Acts and Regulations that are relevant to Perth Boat School and the Training and Assessment activities offered.

The legislation that applies directly to Perth Boat School includes, but is not limited to:

- Vocational Education and Training Act 1995;
- Occupational Safety and Health Act 1984;
- EO Act 1984;
- Privacy Act 1988;
- Copyright Act 1968;
- Disability Discrimination Act 1992;
- Workplace Relations Act 1996.
- Real Estate & Business Agents Act
- Strata Titles Act

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- Residential Tenancies Act

There are various other State and Federal Acts and regulations which relate specifically to each Training program or Training Resource Manual (TRM).

These relevant Acts and regulations must be identified in each TRM.

Products & Services

Training Programs

Perth Boat School provides training for persons working in or interested in working in the Marine Industry. The training programs offered by Perth Boat School fall into two main categories:
- nationally recognised (NRT), or
- or non-nationally recognised (Non-NRT)

Nationally recognised training (NRT) programs are those courses, which, upon successful completion, participants are able to receive a qualification or Statement of Attainment, which will be recognised across Australia. They address particular competency standards and as such are competency based. Training Organisations offering this type of training must be registered and ensure that both they and the courses they offer, meet strict quality guidelines. (See section 5 of this manual for further information).

Non-nationally recognised courses are those programs offered by a training provider, which do not provide national recognition.

Nationally Recognised Courses Offered

Perth Boat School is registered to deliver, assess and provide certification against a defined scope or delivery profile.

The following nationally recognised qualifications will be awarded when the required units of competency/modules have been obtained:

- TDM20307 Certificate II in Transport & Distribution (Coastal Maritime Operations - Coxswain)

Participants successfully completing a course/program, which form part of a qualification, will receive a Statement of Attainment for those units of competency included in the assessment process.

SECTION 4 - THE VET ENVIRONMENT

Introduction

This Section will provide an explanation of Perth Boat School the Registered Training Organisation (RTO), the Australian Quality Training Framework (AQTF), along with Perth Boat School's role and responsibilities as a RTO. It will also provide a brief description of competency-based training and assessment along with other issues relevant to Training in vocational education and training in Australia.

Even though you may not be physically involved in "training", it is important that you possess an understanding of the role and responsibilities of Perth Boat School as you may be interviewed by an external auditor regarding the operations of Perth Boat School.

To place Perth Boat School's accountabilities as an RTO into context it is appropriate to first discuss the background and make up of vocational education and training in Australia.

Vocational Education and Training (VET)

Vocational education and training is 'education and training for work'. It exists to develop and recognise the competencies or skills of learners for a workplace environment. The VET system in Australia is implemented in accordance with the *Vocational Education and Training Act 1995.*

Traditionally, VET has been seen as post-compulsory education and training, excluding degree and higher-level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills.

Reforms in the past decade now see vocational education and training programs offered in secondary schools, stronger links with university study options and six levels of qualifications offered in most industries.

Competency Based Training Assessment - VET has undergone many changes over the last few years and to deal with these changes it was considered that a competency based approach to training would provide learning, assessment and recognition of skills and knowledge required to work effectively.

Providers of learning and assessment services in VET are registered by the system and regularly audited for service quality – these are known as Registered Training Organisations "RTOs". The system enables providers to operate anywhere in Australia, and to issue nationally recognised qualifications. In June 2006, there were over 6000 registered training organisations, including TAFE institutes, private training and assessment organisations, enterprises, universities, schools and adult education providers.

Training packages provide the central system or 'architecture' of VET. Training Packages specify the competencies that must result from the provision of learning services, industry requirements for assessment, and the qualifications that result form competence. In industry areas where there are not yet Training Packages, **accredited courses** are used instead.

Industry-led system – Vocational Education and Training in Australia is an industry-led system, maintained through the leadership of the Department of Education Science and Training, and through the development of industry-recognised training packages by representative bodies – known as Industry Skills Councils.

Commonwealth, State and Territory governments – the national Agreement brings together Commonwealth, State and Territory governments to provide the policy and regulatory frameworks for VET system. State/Territory Governments implement the National Training Framework (which includes Training Packages, the Australian Qualifications framework (AQF) and the Australian Quality Training Framework (AQTF)) through State/Territory Training Authorities, to ensure consistency, quality and national recognition of provider services.

The Department of Education, Science & Training (DEST)

The Department of Education Science and Training (DEST) is a Commonwealth statutory authority which administers and provides a national focus for vocational education and training (VET) in Australia.

DEST mission is to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential.

DEST reports to an industry-based Board and is an administrator and adviser. It advises the Ministerial Council (MINCO) of Commonwealth, State and Territory Ministers responsible for vocational education and training on VET policy, strategy, priorities, goals and objectives.

DEST works closely with other government bodies, industry and other stakeholders to provide advice to MINCO to develop a strategic focus and recommend on national policies and strategies.

The **DEST Website is:**   http://www.dest.gov.au/ **.**

Training Accreditation Council (TAC)

The Training Accreditation Council (TAC) is Western Australian's State Training Authority (STA) and is responsible for assuring the quality of vocational education and training in Western Australia.

The Training Accreditation Council is committed to:

- Being the national leader for recognition of quality assurance of training, including associated policies, services and standards in the vocational sector; and
- Providing practical, efficient and responsive support to government, the State Training Board, industry, training providers and the community.

TAC's role is to provide for:

- The registration of training providers;
- The accreditation of courses;
- The recognition of skills qualifications;

- Provide policy advice to the State Training Board on recognition arrangements; and
- Audit registered training organisations against the AQTF ensuring the implementation of quality training services in WA.

TAC is part of a national system – each State/Territory has a similar organisation.

The TAC Website is: http://www.tac.wa.gov.au**.**

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. This framework was introduced Australia-wide on 1st January 1995. The AQF identifies twelve national qualifications across schools, the vocational education and training sector (TAFE's and private providers) and the higher education sector (mainly universities). The qualifications are – Senior Secondary Certificate of Education, Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Bachelor Degree, Graduate Certificate, Graduate Diploma, Masters Degree and Doctoral Degree.

Qualifications according to sector;

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Senior School Certificate of Education	Voc Grad Diploma Voc Grad Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

The AQF helps all learners, employers and education and training providers to participate and navigate the qualifications system. The framework assists learners to plan their career progression; at whatever stage they are within their lives and when they are moving interstate and overseas.

The AQF Website is :   http://www.aqf.edu.au**.**

Registered Training Organisations (RTO)

A RTO is defined as being any training organisation registered by the relevant State Training Authority (Training Accreditation Council [TAC]) to provide nationally recognised vocational education and training (VET) and assessment services, within a defined "scope of registration".

The significance of being recognised as a RTO means that Perth Boat School must operate in accordance with the national principles, standards and protocols that make up the VET system and specifically the Australian Quality Training Framework (AQTF) as part of the National Training framework (NTF).

As a Registered Training Organisation (RTO), Perth Boat School provides quality Training and Assessment services in accordance with industry Training Packages. RTO certifications are nationally recognised by all other RTO's; giving participants greater mobility and confidence that their skills will be recognised and valued.

Perth Boat School has developed policies and procedures which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of participants addressing individual needs.

National Training Framework (NTF)

The National Training Framework (NTF) consists of three components; the Australian Quality Training Framework (AQTF), the Australian qualifications framework (AQF) and Training Packages.

The NTF is a nationally consistent, industry-led system designed to –

- Provide high quality skill outcomes to maintain individuals' employability and increase their productivity;
- Provide for nationally recognised qualifications; and
- Improve the competitiveness of enterprises and the nation.

Training organisations must be registered under the AQTF in order to deliver, assess and issue Australian Qualifications Framework (AQF) qualifications or Statements of Attainment in endorsed Training Packages and accredited courses.

One of DEST's core roles is the development, management and promotion of national aspects of the NTF. State and Territory Training Authorities administer and ensure the appropriate implementation of the NTF in each State/Territory.

Australian Quality Training Framework 2007 (AQTF)

The Australian Quality Training Framework (AQTF) was developed by the National Training Council (NTQC) of the Australian National Training Authority (ANTA) Board in conjunction with States and Territories, the Commonwealth and industry. The AQTF was endorsed by all of the State/Territory Ministers for vocational education and training on 8th June 2001.

The key objective of the AQTF is to provide the basis for a nationally consistent, high quality vocational education and training system. The standards of the AQTF are in two parts:

- Standards for Registered Training Organisations.
- Standards for State/Territory Registering bodies (TAC).

Perth Boat School must be registered as an RTO in order to issue nationally recognised AQF qualifications or Statements of Attainment in the vocational education and training sector and deliver the associated training and assessment.

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This said, Perth Boat School must meet all the standards of the AQTF to maintain registration as a RTO. If these standards are not met, Perth Boat School risks loosing its RTO registration.

There are three components of the AQTF quality standards. Audits and evaluations are conducted both internally and externally, initiated by the Training Accreditation Council (TAC) to ensure Perth Boat School's compliance with the AQTF.

A brief outline of the standards follows. If you are training, assessing or involved in the development of training materials you **must** read and understand the full AQTF Standards.

Essential Standards for registration

Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for RTOs to gather information on the performance against the three quality indicators, and nine conditions of registration.

Standards for State & Territory registering bodies

State & Territory bodies responsible for RTOs and quality assurance of training and assessment services they provide have standards and national guidelines for operating the national framework.

Excellence Criteria

There are criteria Perth Boat Schools may use voluntarily to continue improving the quality of their training and assessment and to gain recognition of their performance.

For a full version of the AQTF 2007 Standards, refer to the Manager or Director.

Training Packages

Training Packages are a key feature of vocational education and training in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

Training Packages:
- Are developed by industry for industry
- Encourage training in the workplace
- Provide for multiple pathways to competency

Training Packages are an integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills.

Training Packages are developed by industry through national Industry Skills Councils (ISC's), Recognised Bodies or by enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area of enterprise.

Training Packages complete a quality assurance process and then are endorsed by the National Training Quality Council (NTQC) and placed on the National Training Information Service (NTIS).

Training Packages are all structured the same way and they consist of endorsed and non-endorsed components.

Endorsed Components

There are three endorsed components of Training Packages.

Endorsed

Competency Standards	Qualifications	Assessment Guidelines
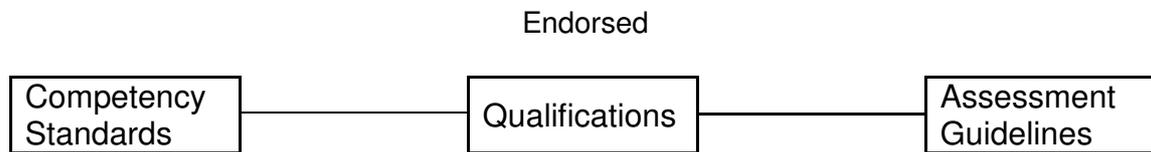
Competency Standards:

Competency Standards provide an industry benchmark for training and assessment. They specify the scope of knowledge, skills and level of performance required for particular activities within the workplace. Competency Standards form the largest component of a training package and are constructed in a consistent manner.

Competency Standards are broken down into Units of competency, which describe a discrete workplace function or role.

A unit of competency comprises the following:

- **Unit Code and Name.** This is a national code and title of the unit.
- **Descriptor.** Provides information and summary regarding the unit.
- **Elements.** Describes key tasks or activities of work covered in the unit.
- **Performance Criteria.** Specifies the required level of performance in terms of a set of outcomes expected against each element for a person to be deemed competent.
- **Range of Variables.** Statements defining the conditions with which a Unit of competency and its elements and performance criteria apply.
- **Evidence Guide.** Provides a guide to the interpretation and assessment of the unit of competency. It also identifies critical areas of knowledge and skills, which must be addressed through the non-endorsed components of the training package.

Qualification Packaging Rules

Qualifications provide a structure (or grouping of Units of competency) against which RTO's can award nationally recognised certification. The qualifications are aligned directly with the Australian Qualification Framework (AQF).

A **Statement of Attainment** may be issued to individuals who have been assessed as competent against a Unit/s of competency which do not make up a full qualification.

Assessment Guidelines

Assessment Guidelines underpin the assessment process for training packages setting out an industry approach or framework for valid, reliable, fair and flexible assessment of the competency standards. They include information concerning: assessment systems overview, assessor requirements, designing assessment resources, conducting assessment, and sources of information on assessment.

Non-Endorsed Components

The endorsed components of a Training Package need to be complemented and supported by the development of support materials such as learning resources, assessment resources and professional development materials. These are the three non-endorsed components of a training package.

Non-Endorsed Components

Learning Resources		Assessment Resources		Professional Development Materials
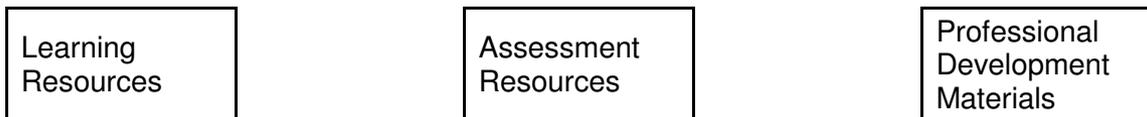
These support resources are typically developed by Perth Boat School.

Learning Resources

Designed for specific learning programs help learners develop the required competence and may consist of trainer materials, participants manuals etc.

Assessment Resources

Designed to ensure that appropriate evidence is gathered in order for an assessor to be able to make reliable judgement on competence.

Professional Development Materials

Resources that provide information, hints and resources for trainers and assessors to assist them successfully implement the Training Package.

Review of Training Packages

Training Packages are subject to continuous improvement processes and as such a complete review is conducted on each Training Package every three years. This involves representatives from the industry across each State/Territory providing input.

Competency Based Training and Assessment

Under Competency Based Training and Assessment, or CBTA as it is commonly referred to, importance is placed on individuals demonstrating what they can do and not how long they spend in training or merely the amount of knowledge they acquired in a formal training setting. This means that competency based training is outcomes orientated.

In a traditional educational system, the unit of progression is time and it is teacher-centred. In a CBTA system, the unit of progression is mastery of specific knowledge and skills and is learner – or participant-centred.

In VET, people are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, to the standard of performance expected in the workplace.

This includes the person's ability to transfer and apply skills and knowledge to new situations, and to achieve agreed outcomes.

Dimensions of Competency

The four dimensions of competency are:

- **Task skills**, or the requirement to perform individual skills;
- **Task management skills**, or the requirement to manage a number of different tasks within the job;
- **Contingency management skills**, or the requirement to respond to irregularities and breakdowns in routine; and
- **Job or role environment skills** or the requirement to deal with the responsibilities and expectations of the work environment, including working with others, following policies, procedures or legislative requirements.

Training

The learning process in competency-based training consists of a wide variety of approaches and may involve multiple methods for individual learners.

In essence though, and in accordance with Skills Recognition, as far as assessment is concerned, it is not critical how the person learnt and become competent just that they are competent.

Individuals learn in different ways, by different means and at varying speeds. No one training program can be a one-size-fits-all.

Learners should be provided opportunities to learn at their own pace with assistance provided where necessary to accommodate special needs. Perth Boat School offers various learning methods to meet the needs of individual learners.

Training programs offered by Perth Boat School address all competency requirements to provide learners with the best opportunity to gain competence, and use a range of training methods and modes.

Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether competence has been achieved.

To accommodate the needs of individuals, Perth Boat School offers various assessment methods including; Skills Recognition, simulations, written and verbal assessments, workplace projects assignments etc. All assessments are conducted using an open, supportive process, which ensures participants are aware of the precise requirements of their assessment.

In order to assess whether someone is competent, they are judged against industry competency standards (from a training package) in accordance with the principles of assessment.

In conducting the assessment, the assessor must consider the evidence provided, be supportive and encouraging to the candidate and will make the assessment decision. Questions are planned in advanced and should be non-threatening and constructive.

Confidentiality. Assessments are to be treated in a confidential manner.

Provisions for Feedback. Students have the right to be advised of how assessment decisions are arrived at and to receive explanations for assessment decisions. Students may request counselling or feedback at any stage and it would normally be expected that appropriate remedial training or assistance would be made available as required.

Principles of Assessment

Fairness. An assessment is fair when it does not disadvantage particular learners or groups of learners. This may mean that assessment methods are adjusted for particular learners to ensure that the method does not disadvantage theirs because of their situation. Perth Boat School provides reasonable adjustments in assessment as approved by the Director Learning or Deputy Director Learning.

Flexibility. This means that learners can negotiate particular aspects of their assessment, such as timing. All Perth Boat School learners are provided with information relating to their assessment in regards to; the purpose of the assessment, the methods and tools used, the assessment criteria, context and timing of the assessment.

Validity. Each assessment measures what it claims to measure and is directly related to a specified learning outcome. The assessment measure should be as objective as possible and verifiable.

Reliability. Assessment measures are consistent over time, consistent when conducted in comparable surroundings and with different assessors.

Rules of Evidence

In using evidence to make a judgement on competence assessors need to ensure that the evidence meets with the rules of assessment. The rules of evidence are as follows:

Validity. That the evidence directly relates to the unit/s of competency appropriately. That is addresses the four dimensions of competency, the range of variables, evidence guide, and key competencies, and that it is also appropriate to the AQF level being addressed.

Authenticity. That the evidence is the work of the candidate.

Consistency. That it shows competency over a period of time suggesting sustained performance (and not just a one off).

Sufficiency. That it provides enough evidence to make a judgement about the competency. At least two pieces of evidence are required regarding skills.

Currency. The evidence is recent enough to show that the skills and knowledge are still in practice and able to be applied to a current work situation. Evidence should be within the last two years.

Assessment Resources

Perth Boat School has developed appropriate assessment resources for all training programs. These resources include the following:

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Assessment Strategy. Assessment plans are a summary document which is given to candidates which explains how, when, where and what will be assessed.

Assessment Tools. These are the specific documentation for conducting the assessment. Assessment tools include instructions for the assessor, instructions for the candidates, assessment instructions and assessment checklists for noting judgement of competence.

Assessment Mapping Documentation. Perth Boat School has designed and completed mapping documentation for all assessments ensuring that they meet all the requirements of the dimensions of competency, principles of assessment, rules of evidence, and the unit of competency.

Assessment Record. The assessment record documents the progress of the candidate in regards to their achievement of competence against each of the units and elements of competency. This is a paper copy of the assessment results, which is also entered into the training computer system.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the term used to describe the number of assessment processes resulting in the formal recognition of competencies that a person has acquired through formal or informal training, work experience and/or life experience. Recognition of Prior Learning (RPL) provides people with recognition of the competencies that they have already acquired. Through Recognition of Prior Learning (RPL) people are not required to undertake training in areas where they are already competent.

Recognition of Prior Learning (RPL) encompasses the following assessment processes:

- Recognition of Prior Learning (RPL);
- Recognition of Current Competencies (RCC);
- Credit Transfer;
- Overseas Equivalence.

All learners may apply for formal recognition of existing competencies against a course of program that Perth Boat School is registered to deliver, regardless of the method used to obtain the competencies.

Recognition of Prior Learning (RPL) is an essential component of competency based training and assessment. Recognition of Prior Learning (RPL) ensures that this training and experience can be evaluated against the current competency standards that Perth Boat School is registered to deliver.

Refer to Perth Boat School's Recognition of Prior Learning Policy and Procedures.

Mutual Recognition

Mutual recognition for Perth Boat School has two purposes and requirements.

Mutual Recognition Act 1992.

The Mutual Recognition Act 1992 allows for industry people who hold a formal licence or registration in one State or Territory to be recognised in another State or Territory as being licensed or registered to work in the same industry.

Therefore a person who is a licensed agent in another State or Territory may move to Western Australia and practice as a licensed agent without requiring going through the full education and licensing process again.

Mutual Recognition (MR) and the AQTF

Under the requirements of the AQTF, a person who has gained a nationally recognised qualification or Statement of Attainment (SOA) form any RTO across Australia will have that qualification of SOA fully recognised by any other RTO.

The requirements of this are that the qualifications and/or units of competency being enquired about by the participant.

The individual participant must apply for MR and provide evidence of their competency, an original copy of the qualification or SOA. Perth Boat School will process the application making sure that it meets all the appropriate requirements.

If successful with their application, the participant does not need to undertake any training and assessment against those unit/s of competency covered by the qualification of SOA.

Refer to Perth Boat School's Mutual Recognition Policy and Procedures.

Qualifications for Trainers and Assessors

In accordance with Perth Boat School's obligations as an RTO to the AQTF, all Trainers and Assessors providing training and assessment services on behalf of Perth Boat School must hold all the competencies from the nationally recognised qualifications Certificate IV in Training and Assessment or the BSZ40101 Assessment and Workplace Training. Trainers and assessors are also required to hold and maintain competence in the units of competence they deliver, at least to the level they are delivering or assessing.

Perth Boat School has in place a recruitment, selection and induction process for Perth Boat School Trainers and Assessors.

RTO Policies and Procedures

All RTO personnel have access to Perth Boat School policies and procedure through the staff portal of Badge Group Website. You will be provided with an individual login.

Training Resources Manuals (TRM)

Perth Boat School has developed a manual containing all the resources required for each training program. This manual uses a consistent format and include;

- Trainer Resources (Session Plans, PowerPoint Presentations);

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- Assessor Resources;
- Participant Resources;
- Candidate Resources;
- Forms and Templates.

The use of Training Resource Manuals will provide Perth Boat School with a consistent approach in the quality of training and assessment services.

VET industry publications

To assist RTO's meet their obligations in the provision of nationally recognised training and assessment products and services various publications have been produced by DEST and TAC. It is important that all Perth Boat School personnel providing training and assessment services are aware of these publications, have access to them and implement the protocols as specified. Perth Boat School has acquired these publications, all of which are available to all staff members.

Helpful Websites

Department of Education Science and Training (DEST)www.DEST.gov.au
National Training Information Service (NTIS)   www.ntis.gov.au
Australian Qualifications Framework (AQF)   www.aqf.edu.au
Training Accreditation Council (TAC)   www.tac.wa.gov.au