PAX-T01 Training Policy

Training Policy (Standards 1.1 and 1.2)

Version Number: 1.0
Person Responsible for Implementation: Training Manager
Effective Date: 1 July 2025
Review Date: 1 July 2026
Relevant Standards:

- **Standards for RTOs 2025:**

    o *Standard 1.1:* Training is engaging, well-structured, and enables VET students to attain skills and knowledge consistent with the training product.

    o *Standard 1.2:* Effective engagement with industry, employer, and/or community representatives informs the industry relevance of the training.

Purpose

This policy supports PAX Institute of Education's commitment to delivering high-quality vocational education and training (VET) that prepares students for successful careers, tailored to diverse cohorts including international students. It ensures that training is engaging, well-structured, and enables VET students to achieve the skills and knowledge outlined in each training product.

Additionally, it establishes a robust framework for effective engagement with industry, employers, and community representatives, leveraging the expertise of PAX's industry-professional trainers and the Quality Assurance Team to ensure training remains relevant to current industry needs and expectations.

Scope

This policy applies to all training products delivered by PAX Institute of Education. It encompasses face-to-face delivery in classrooms, simulated environments, tutorial sessions, and Work-Based Training (WBT) components across all locations, applying to all learner cohorts, including domestic and international students.

Definitions

- **Training Product:** An AQF qualification, skill set, unit of competency, accredited short course, or module listed on the RTO's scope of registration.

- **VET Student:** An individual enrolled in a training product delivered by PAX Institute of Education.

- **Mode of Delivery:** Face-to-face training in classrooms, simulated environments, tutorial sessions, or Work-Based Training (WBT).

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- **Industry Relevance:** Alignment of training content and delivery with current industry practices, standards, and employer expectations.

- **Work-Integrated Learning (WIL):** Practical learning experiences integrating theoretical knowledge with workplace application, conducted in simulated environments (e.g., training kitchens).

- **Work-Based Training (WBT):** Structured training conducted in a real workplace, integrated into courses like Certificate III in Commercial Cookery and Certificate IV in Kitchen Management, supported by host employers.

- **ACSF Level:** Australian Core Skills Framework level, assessing language, literacy, and numeracy (LLN) skills required for training.

Policy Statements

1. Training Design and Delivery (Standard 1.1)

PAX Institute of Education designs and delivers training that engages students, is logically structured, and ensures they attain the skills and knowledge specified in each training product. The following principles guide this commitment:

- **Comprehensive Training and Assessment Strategies (TAS):** A detailed TAS is developed for each training product, specifying structure, delivery methods (including WBT where applicable), and assessment strategies aligned with training product requirements, including unit selection, electives, and prerequisites. Training is scheduled in 10-week terms to promote a healthy study-life balance and allow sufficient time for content absorption, practice, and skill development. It ensures training is paced to support students to progress, and it provides sufficient time for learning, practice, feedback and assessment.

- **Appropriate Modes of Delivery:** All training occurs face-to-face in classrooms, simulated environments (e.g., training kitchens, automotive workshops), tutorial sessions, and WBT for specific courses (e.g., Certificate III in Commercial Cookery, Certificate IV in Kitchen Management), catering to student visa requirements and the cohort's preference for interactive, hands-on learning experiences.

  Additional study modes would be introduced depending on the cohort of students.

- **Structured and Paced Learning:** Training is sequenced into topics per unit of competency, avoiding clustering to ensure clarity, especially for international students with diverse language backgrounds.

  The duration of training per unit considers cohort's LLN skills, English language capacities, and unit content complexity, mode of delivery, the resources, facilities and technology platforms available, the expectations of the industry, and the breadth and complexity of the knowledge and skills to be required.

  Detailed timetables are provided at course commencement for planning and work experience alignment. Course durations are determined based on PAX's understanding of its student cohort (e.g., LLN skills, prior education levels), benchmarking against

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industry expectations (e.g., employer skill requirements and workplace standards), and a thorough review of course content complexity, ensuring students have sufficient time to achieve the required depth and breadth of skills and knowledge.

Training is divided into 10-week terms to support study-life balance and allow students to effectively absorb content, with Work-Based Training (WBT) integrated into specific courses like Certificate III in Commercial Cookery and Certificate IV in Kitchen Management to enhance practical learning opportunities.

The decision to avoid clustering is made and documented based on cohort needs (e.g., ensuring clarity for students with varying English proficiency levels) and feedback from trainers and students, reviewed annually by the Training Manager to confirm its suitability for effective learning and compliance with training product requirements.

- **Engaging Delivery Methods:** Trainers, all experienced industry professionals, use a variety of activities (e.g., excursions to industry sites, interactive quizzes, case studies), hands-on tasks, and personal industry experiences to enhance student engagement and provide real-world perspectives.

  Resources from quality providers (e.g., Didasko) are reviewed prior to use and align with training product requirements, accessible via learning management systems (LMS) for continuous student access and reference throughout their studies. Industry experts are also engaged to ensure the delivery method is aligned with industry requirements and ensures effective learning.

- **Work-Integrated Learning (WIL) and Work-Based Training (WBT):** WIL in industry-standard facilities (e.g., training kitchens) ensures training mirrors real-world settings, providing practical application of theoretical knowledge. WBT, integrated into courses like Certificate III in Commercial Cookery and Certificate IV in Kitchen Management, is supported by a dedicated WBT Coordinator who assists students in finding suitable workplaces, ensures host employers provide effective training experiences, and conducts a minimum of two visits per student to assess progress and effectiveness of the training environment.

- **Entry Requirements and Support:** Course entry requirements (IELTS 5.5 or equivalent, Year 12 or equivalent) ensure students have foundational and LLN skills to engage effectively with the training. Additional means of review such as questions included in the application form or Pre Training Review Form allows PAX to review students' LLN skills and digital literacy skills in the context and in accordance with the requirements of the training product.

  Academic officers support each student batch, collaborating with trainers and the WBT Coordinator to address individual learning needs and provide tailored assistance throughout the course.

- **Ongoing Review:** Training materials and methods, including WBT effectiveness, are reviewed annually, using online feedback forms from students and stakeholders to evaluate trainers, resources, and timetables, driving continuous improvement in delivery and student outcomes.

2. Industry Engagement (Standard 1.2)

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PAX Institute actively collaborates with industry stakeholders, leveraging its trainers' expertise, WBT host employers, and the Quality Assurance Team to ensure training reflects current practices and meets workforce needs:

- **Stakeholder Identification:** Stakeholders include external industry bodies (e.g., The association of Master Chefs), employers, PAX trainers, and WBT host employers, identified specifically to ensure diverse and relevant input into training design and delivery.

- **Engagement Methods:** External stakeholder engagement occurs annually via consultations, while trainers continuously contribute to course design, training delivery, and assessment strategies based on their industry experience.

    The WBT Coordinator maintains regular contact with host employer personnel to monitor student progress and ensure training relevance. The Quality Assurance Team conducts annual industry engagement for each course, engaging with industry professionals, trainers, host employers, and other stakeholders through feedback mechanisms such as surveys and meetings to ensure training aligns with industry expectations and standards.

- **Feedback Utilisation:** Feedback from external stakeholders, trainers, WBT host employers, and the Quality Assurance Team's engagement activities is collected via online forms and workplace observations, analysed thoroughly, and used to update training content and delivery methods. The Quality Assurance Team reviews student data, including completion rates, to assess training and assessment effectiveness, informing improvements to ensure ongoing industry relevance.

- **Training Product Specification:** industry stakeholders inform which courses are offered by PAX, assist PAX in structing of the courses such as selection of the most relevant electives, verifying foundation skills and entry requirements for students, identifying appropriate mode of delivery, training techniques and activities, and designing training and assessment modes, duration and strategies to ensure the training product equips students for full and effective engagement in the industry.

- **Trainer and Assessor Currency:** Trainers maintain currency through annual professional development and industry engagements, bringing real-world insights into the classroom and providing valuable feedback on the effectiveness of delivery methods and course content.

- **Alignment with Industry Practice:** The Quality Assurance Team keeps up to date with changes to training packages, ensuring training is designed and delivered in compliance with current requirements. Training content, including WBT components, is updated to reflect innovations, regulatory changes, and skill demands, ensuring students are job-ready and employers are satisfied with graduate capabilities.

Procedures

1. Training Design and Delivery Procedures

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The following steps ensure training is engaging, well-structured, and consistent with training product requirements:

- **Developing the TAS:**

  1. The Compliance Manager and/or delegate collaborates with trainers and industry representatives to create a detailed TAS for each training product that

     - meets the requirements of Standards and other legislative instruments.

     - Include specifics like cohort needs, face-to-face delivery modes (classrooms, simulated environments, tutorials, WBT), 10-week term schedules, unit topics, resources, assessment methods, and WIL/WBT components.

  2. Compliance Manager and/or delegate will select units, electives, and prerequisites that align with training product requirements and reflect the most up-to-date industry needs and trends, ensuring relevance and compliance.

  3. Compliance Manager and/or delegate will select Volume of Learning based on the requirements of the training package, the AQF level of the training product, the selection of the electives, and the characteristics of the intended cohort of students.

- **Attendance in delivery of training**

  1. PAX does not monitor attendance; however, Trainers and Assessors record attendance for all sessions using attendance spreadsheets and Student Management System whether they are enrolled in a standard timetable or if they join PAX on a customised timetable. An attendance spreadsheet is maintained by trainers and assessors and used by Academic Officers to track the engagement of the student.

  2. Academic Officers monitor attendance regularly (generally on a weekly basis – the latest fortnightly) to ensure students engage fully with the training program. While PAX Institute does not report the students on the basis of attendance, it continuously and systematically monitors attendance as a significant contributing factor to training process.

- **Structuring and Pacing:**

  1. Compliance Manager and/or delegate will determine training hours per unit based on AQF Level of the unit of competency and training product, cohort LLN skills, English proficiency, and prior courses, ensuring sufficient time for learning. These are recorded in the TAS.

  2. The timetabling Officer issues detailed timetables to students at course commencement.

  3. Trainers adjust pacing based on class progress with minor adjustments if required, however in general and unless reasonable adjustment required, each batch of students and class follows the timetable generated for the batch in training and assessment.

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4. Structure courses across four 10-week terms per year, followed by 3-week breaks, allowing students time for reflection, additional support, and casual industry work to enhance learning.

- **Engaging Techniques:**

  Trainers

  1. use interactive methods like quizzes (e.g., safety protocol tests), videos (e.g., industry demonstrations), and excursions (e.g., commercial kitchen visits) to engage students.

  2. Incorporate hands-on tasks (e.g., knife skills practice), group projects (e.g., mock business plans), and role-plays (e.g., customer service scenarios) to build skills.

  3. Share industry anecdotes and invite guest speakers (e.g., chefs for cookery courses) to provide real-world context.

  4. Provide resources like handouts and celebrate achievements with end-of-term showcases (e.g., in buffet classes).

- **Managing Practical and WBT:**

  1. For Practical learning, trainers conduct briefings, supervise students in facilities (e.g., training kitchens).

  2. For WBT, the WBT Coordinator:

     - Arranges placements with suitable host employers.

     - Pre-assesses host environments using checklists for equipment (e.g., kitchen tools), supervision capacity, and skill coverage (e.g., cooking techniques), ensuring training product needs are met.

     - Visits each student at least twice during placement to check progress.

     - Liaises with host employer personnel to monitor training effectiveness and address support needs.

     - Maintains host agreements and ensures all training components are documented accurately.

     - collects host feedback post-session

- **Reviewing Training:**

  1. Academic Officers conduct frequent reviews using online feedback forms and Learner Engagement Surveys to evaluate trainers, resources, WBT effectiveness, and timetables. Learner Engagement surveys are conducted every academic term for each batch, and the QR code for student feedback is readily available and accessible.

  2. Collect and analyse attendance data and training outcomes (e.g., pass rates) to identify improvement areas.

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3. The Quality Assurance Team and chief executive review outcomes (e.g., assessment results), student and WBT employer feedback, and completion rates to refine training design and delivery, ensuring continuous improvement.

4. The Quality Assurance Team and chief executive update delivery methods and resources based on review findings, with changes implemented by the Training Manager.

2. Industry Engagement Procedures

The following steps ensure effective stakeholder engagement and industry relevance:

- **Identifying Stakeholders:**

  The Quality Assurance Team and or delegate

  1. compiles an annual list of external stakeholders (e.g., The Association of Master chefs), PAX trainers, and WBT host employers for each training product.

  2. reviews the list to ensure it covers relevant and diverse industry voices.

- **Engagement Activities:**

  1. The Quality Assurance Team and/or delegates conduct annual consultations with external stake holders for each course, using meetings, surveys, and online forms to gather feedback.

  2. Trainers provide ongoing input through meetings, sharing insights from their industry experience.

  3. The WBT Coordinator maintains regular contact with host employer personnel via phone calls and visits to monitor student progress and training relevance.

- **Processing Feedback:**

  The Quality Assurance Team and/or delegate

  1. Collects feedback from online forms, trainer insights, WBT employer reports, and Quality Assurance Team activities, prioritising feedback based on impact (e.g., urgent regulatory updates first), reviewing it <u>quarterly</u> to identify trends and needs.

  2. Develops action plans recording them in the Continuous Improvement Register

  3. Assigns tasks and timelines, tracking progress to ensure timely implementation.

  4. Analyses student completion data alongside feedback to assess training effectiveness, integrating findings into improvement plans.

- **Maintaining Trainer Currency:**

  1. Trainers retain industry currency, attending workshops or courses relevant to their field, directly engaging with the industry by working or consulting. They engage in bringing in their industry insights into operations, training and assessment practices which allows PAX to continuously improve its practices.

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- **Updating Training Content:**

  1. The Quality Assurance Team monitors training package changes via regular checks (e.g., monthly reviews of ASQA updates).

  2. The Quality Assurance team, with collaboration of trainers and assessors reviews training and assessment resources when deemed required based on feedback for accuracy, authenticity and effectiveness.

  3. Revise TAS and delivery, including WBT components, based on

     - trainer, stakeholder, and WBT employer input,
     - benchmarking against industry standards to ensure relevance.
     - Updates to training packages
     - Best practices
     - Changes to learner cohorts
     - Changes to RTO's facilities, and serviceability

Responsibilities

- **Quality Assurance Team:** Oversees TAS development, industry engagement, trainer credentials and currency, and policy implementation, ensuring alignment with cohort needs and training product requirements. Monitors compliance with Standards 1.1 and 1.2 via audits, reviews attendance, feedback, WBT effectiveness, and completion data, tracks training package changes, and conducts annual industry engagement for each course.

- **Trainers and Assessors:** Deliver tailored, engaging training, contribute industry expertise, and adjust delivery based on student observations and needs.

- **WBT Coordinator:** Assists students in securing WBT placements, conducts at least two visits per student, liaises with host employers, and monitors training effectiveness.

- **Academic Officers:** Support student batches, collaborate with trainers and the WBT Coordinator to address training needs, and monitor progress.

- **Administration Staff:** Manage attendance records, LMS access, timetables, feedback forms, and resource distribution.

Monitoring Mechanism Summary Table

What is Monitored	How	Frequency	Responsible
Student Attendance	LMS (Didasko) or Attendance Spreadsheets	Weekly or Fortnightly	Academic Officers
Trainer Engagement	Classroom observations, Feedback, PD participation	Ongoing	Training Manager, QA Team
Work-Based Training (WBT) Quality	WBT Coordinator site visits, Checklists, Logbooks	Minimum Two Visits per Placement	WBT Coordinator

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Trainer Industry Currency	PD Logs, Industry placements, Currency Records	Annually	QA Team, Trainers
TAS (Training and Assessment Strategy) Relevance	Annual Review, Stakeholder Consultations	Annually	Compliance Manager, QA Team
Training Resources Quality	Feedback forms, LMS audits, Resource reviews	Annually	Trainers, QA Team
Training Delivery Effectiveness	Trainer observation, Student outcomes, Surveys	Ongoing with Term Reviews	Trainers, Academic Officers
Student Feedback	Online Forms, Learner Engagement Surveys	Per Term / Annually	QA Team
Industry Stakeholder Feedback	Meetings, Online Forms, Consultations	Annually	QA Team
WBT Host Employer Feedback	Visit Reports, Feedback Forms	Per Placement / Annually	WBT Coordinator
Completion Rates and Training Outcomes	Data analysis, Assessment Results	Ongoing / Quarterly Reviews	QA Team, Chief Executive
Training Package Updates	ASQA Updates, Training.gov.au Monitoring	Monthly Checks	Compliance Manager, QA Team
Student Support Needs	Trainer and Academic Officer Reports	Ongoing	Academic Officers, Trainers

Review and Continuous Improvement

This policy is reviewed regularly using online feedback forms assessing trainers, resources, WBT, academic officers, and timetables, alongside attendance data and training outcomes (e.g., completion rates).

Relevant Documents and Records

- Training and Assessment Strategy (TAS) Documents
- Course Delivery Timetables
- Student Attendance Records
- Feedback Forms (Student)
- Feedback Forms (Industry/Employer/Community)
- Learner Engagement Surveys
- Continuous Improvement Register
- Industry Consultancy Form
- WBT Host Employer Agreements
- WBT Handbook
- WBT Placement Checklists
- WBT Logbook
- Trainer Qualification and Currency Records
- Validation Reports of Training and Assessment Resources
- Student Admission Records (Entry Requirements)
- Completion and Competency Reports (Student course progress spreadsheets)
- Feedback, Complaints and Appeals Policy and Procedure

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- Facilities, equipment and Resources Policy and Procedure
- VET Workforce Management Policy and Procedure
- Continuous Improvement Policy and Procedure

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Self-Assurance Questions and Answers

1. **How does PAX know its training design and delivery is fit-for-purpose and consistent with the requirements of the training product?**

   PAX ensures its training design and delivery is fit-for-purpose by developing comprehensive Training and Assessment Strategies (TAS) for each training product, carefully aligning them with the specific requirements outlined in the National Register, such as unit selection, electives, and prerequisites.

   PAX tailors these strategies to meet the needs of its diverse student cohorts, including international students, by considering factors like language, literacy, and numeracy (LLN) skills and prior education.

   PAX uses high-quality resources, such as those from trusted providers like Didasko, which are thoroughly reviewed to match the Australian Core Skills Framework (ACSF) levels, ensuring accessibility and relevance. These resources are made available through a learning management system (LMS) to support continuous learning.

   PAX delivers training face-to-face, incorporating classroom sessions, simulated environments (e.g., training kitchens), tutorials, and Work-Based Training (WBT) where required, ensuring compliance with student visa conditions and fostering interactive, hands-on learning.

   PAX monitors student engagement through attendance and course progress tracking and WBT placement visits, confirming that delivery remains effective.

   PAX stays updated with training package changes, adjusting TAS and delivery to maintain compliance. Feedback from students, trainers, and industry stakeholders is collected via online forms to evaluate trainers, resources, and timetables, with data like high completion rates (e.g., 90% in 2024) and positive employer feedback validating effectiveness. PAX conducts regular reviews of training outcomes, incorporating lessons learned to refine delivery, ensuring it consistently meets training product standards and prepares students for industry demands.

2. **How does PAX identify relevant industry, employer, and/or community representatives and engage with them to ensure its training reflects current industry requirements, expectations, and practice?**

   PAX identifies a broad range of industry, employer, and community representatives to ensure its training reflects current industry needs. PAX selects stakeholders such as external industry bodies, employers, its own experienced trainers, and WBT host employers, ensuring diverse perspectives from various sectors and roles.

   PAX verifies the relevance of these stakeholders by assessing their expertise and alignment with training products. To engage them, PAX conducts course-specific consultations, gathering detailed feedback through meetings, surveys, and online forms

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to capture insights on industry practices, regulatory changes, and skill demands. PAX maintains ongoing engagement with trainers, who share real-world insights from their industry experience, and with WBT host employers, who provide updates on student progress and workplace relevance.

PAX collects additional feedback through trainers in industry settings and WBT workplace observations, ensuring a continuous flow of current information. This feedback is used to update training content, delivery methods, and assessment strategies, ensuring alignment with industry expectations.

PAX also reviews student completion data and employer satisfaction to confirm training produces job-ready graduates, further validating its engagement approach. By fostering these connections, PAX ensures its training remains responsive to evolving industry standards and practices.

3. **What has informed PAX's understanding that the structure and pacing of training allows students to achieve the outcomes set out in the training product? How does PAX adjust this for different student cohorts?**

PAX's understanding that its training structure and pacing enables students to achieve training product outcomes is informed by a combination of strategic design, student feedback, and performance data.

PAX structures training into 10-week terms, with units sequenced topic-by-topic to avoid clustering, ensuring clarity and sufficient time for students to absorb complex content, particularly for international students with diverse language skills.

PAX sets training hours based on cohort LLN skills, English proficiency, and prior education, providing detailed timetables at course start to help students plan. PAX integrates Work-Based Training (WBT) in courses like Certificate III in Commercial Cookery, offering practical application to reinforce learning. Student satisfaction surveys and high completion rates confirm that this structure supports skill mastery.

PAX also uses trainer observations and WBT visit feedback to verify that students' progress effectively, with data showing strong competency in practical assessments. To adjust for different cohorts, PAX tailors pacing by offering extra tutorials or simplified explanations for students with lower LLN skills, while providing advanced tasks for those with prior experience.

PAX supports international students with culturally relevant examples and peer-learning activities to enhance understanding.

Academic officers work closely with students to address individual needs, ensuring flexibility across cohorts like domestic learners or those new to the industry, guaranteeing all students meet training product outcomes.

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4. **How does PAX know trainers are appropriately skilled, qualified, and resourced to deliver training in an effective and engaging way?**

PAX ensures its trainers are skilled, qualified, and well-resourced by employing industry professionals who hold the TAE40122 Certificate IV in Training and Assessment or compliant predecessors or alternatives, along with relevant vocational credentials matching their training areas.

PAX verifies these qualifications to confirm expertise.

PAX supports trainer development through regular professional development, keeping their knowledge current with workplace trends.

Trainers bring real-world insights into the classroom, using personal anecdotes and industry examples to make lessons engaging. PAX equips trainers with quality resources, such as Didasko materials and LMS access, which are audited to ensure alignment with training product requirements and ACSF levels.

Facilities like training kitchens and automotive workshops are maintained to industry standards, enabling hands-on delivery. PAX collects student feedback via surveys, confirming their effectiveness.

PAX observes trainers during sessions to ensure they use diverse techniques like quizzes, role-plays, and excursions, fostering interactive learning.

PAX also gathers industry feedback from WBT hosts and stakeholders to validate trainer delivery against workplace expectations.

By combining qualifications, resources, and continuous improvement, PAX ensures trainers deliver training that captivates students and builds required skills.

5. **How does PAX monitor industry, employer, and/or community representatives and student feedback and use this to inform improvements to training design and delivery?**

PAX monitors feedback from industry, employers, community representatives, and students through a robust system to drive training improvements.

PAX collects student feedback via learner engagement surveys, covering trainers, resources, and delivery, and gathers stakeholder input through course-specific consultations, online forms, and WBT employer reports.

This feedback captures industry trends, skill needs, and delivery effectiveness. PAX logs all feedback in a database, analysing it to identify patterns, such as resource gaps or pacing issues. PAX uses this data to revise Training and Assessment Strategies (TAS), incorporating new units, delivery methods (e.g., e-learning tools), or assessment

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practices to align with industry standards. PAX also reviews student completion rates and assessment outcomes to measure training impact, ensuring changes enhance job-readiness.

Industry feedback from WBT hosts and trainers is cross-referenced with student data to confirm relevance, leading to adjustments like more practical tasks for hands-on courses.

By integrating diverse feedback, PAX ensures its training design and delivery evolves to meet current and emerging industry expectations, benefiting all stakeholders.

6. **How does PAX monitor whether work placements provide students with sufficient opportunity to gain the necessary industry-relevant skills and knowledge?**

   PAX monitors Work-Based Training (WBT) to ensure students gain industry-relevant skills and knowledge through a structured, thorough approach.

   PAX defines clear objectives for WBT in the TAS, outlining required skills based on the requirements of the unit of competency and training product to guide placements.

   PAX selects host employers capable of delivering effective training, pre-assessing workplaces for equipment, supervision, and skill coverage to match training product needs. During placements, PAX visits students at minimum twice during their WBT to observe progress, ensuring they apply theoretical knowledge in real-world settings.

   PAX liaises with host employers to confirm students access diverse tasks, addressing any gaps immediately. PAX collects employer feedback to assess workplace relevance, cross-referencing it with student outcomes to ensure alignment with industry standards. If issues arise, PAX adjusts placements or provides extra training to meet objectives.

   PAX reviews completion data and employer satisfaction to confirm WBT prepares students for employment, ensuring every placement builds the necessary capabilities for industry success.

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