

LATROBE COLLEGE OF ART AND DESIGN

POLICY

Outcome Standards for RTOs 2025

RTO Standard 1.1 - 1.2

TRAINING

Policy

This policy and procedure ensure that LCAD complies with the Standards for RTOs 2025, Standards 1.1 and 1.2, by establishing systematic approaches to training and assessment strategy implementation, monitoring, and continuous improvement.

This policy applies to all LCAD staff involved in:

- Training and assessment delivery
- Curriculum development and implementation
- Quality assurance and compliance
- Student support services
- Management and administration

LCAD is committed to delivering high-quality vocational education and training through systematic implementation of training and assessment strategies that meet the needs of learners, industry, and regulatory requirements under the Standards for RTOs 2025.

Procedures

Standard 1.1

LCAD provides engaging, well-structured training, enabling students to attain skills and knowledge consistent with the college's scope of registered training products it has on the National Training Register (TGA) and demonstrates:

- (a) All training is consistent with the requirements of each qualification and unit of competency it delivers.

Training & Assessment Strategy (TAS)

The college selects a training package that includes the qualifications that best suit its students' needs. LCAD will apply to ASQA to be approved to deliver any qualifications. Once LCAD has been approved to deliver a qualification, ASQA will enable the course to be added to LCAD's scope on the National Training Register (TGA).

LCAD is approved to offer the following training package: CUA - Creative Arts & Culture Training Package. The college has a full set of training and assessment plans, outlines, tools, and guides for each qualification on scope.

The TAS will follow the qualification's unpacking rules and include a list of core and elective UOCs. It also includes details about student cohorts, literacy and numeracy requirements, timetable, teaching resources, learning volume, assessment strategies, including RPL and CT, and entry-level requirements.

- (b) All the delivery modes, such as online study, studio projects, written work, etc., allow LCAD's students to attain skills and knowledge consistent with the training product.

Study units

LCAD delivers its training through study units, including details of projects and written work, etc., that the student must complete to be deemed competent. Training package units of competency (UOCs) underpin the study units. UOCs are standards against which the student must demonstrate they can perform and understand.

The study unit details the assessment conditions and requirements and is mindful that the mode of delivery is appropriate and consistent with the UOC requirements.

LCAD delivers training through online learning, studio-based practice, and industry-relevant project work. Students engage in hands-on training using professional software for graphic design, digital painting, 3D modelling, and animation alongside traditional art techniques in studio settings. Online modules provide theoretical foundations, design principles, and industry workflows, while live demonstrations and interactive feedback sessions ensure students develop technical and conceptual skills consistent with their training package.

Study unit outlines

For each study unit in a course, the student and teacher will be provided with a study unit outline. This will contain all qualification and UOC details, delivery, assessment conditions, and material requirements. It will also include mapping how each assessment will cover the elements of the UOC.

Changes that may be made to the student's course, study plan, or outline must be agreed to by the student. A signed form must be kept in the student's Student Master File.

- (c) The training is structured and paced to support LCAD's students' progress, providing sufficient time for instruction, practice, feedback and assessment.

Studio-based projects and digital assignments are designed with sufficient time for ideation, iteration, and refinement. Students receive ongoing feedback through group one-on-one tutoring, feedback and critiques, and formative assessments. Online learners benefit from flexible pacing, allowing them to revisit recorded tutorials and interactive lessons to reinforce their learning while staying on track with course milestones.

Volume of Learning

The TAS also details the volume of learning required to complete the coursework to reach qualification. LCAD bases its learning volume on the AQF on the Victorian Purchasing Guide, which recommends the hours required to complete a UOC through its list of nominal hours. LCAD contact and course hours are also influenced by the kinds of learning skills required, the relationship with other study units, and how delivering modules or clusters of UOCs can affect the hours required to complete a unit.

- (d) LCAD's training techniques, activities and resources are engaging for students and support their understanding.

LCAD is committed to developing, providing, and maintaining engaging learning & assessment strategies and activities and resources for its students.

The college has comprehensive and detailed lesson plans, study unit outlines, project briefs, knowledge tools, and project assessment tools.

Art studios, teaching rooms, easels, tables, chairs, whiteboard, teaching computers, student computers, software, lighting studio, art history images, teaching and project resources and consumables, resource library, tool and machine workshop for 3D, darkroom, student common room and amenities, gallery spaces.

LCAD will also use qualified, experienced, and appropriate teachers with a reputation in their respective practice fields. It is the policy of LCAD always to employ teachers with strong involvement, experience or profile in the industry.

LCAD determines the support needs of individual learners and provides access to the college's support services necessary for the individual learner to meet their training requirements.

LCAD ensures that:

- Target groups, stakeholders and industry are consulted to identify industry relevance to inform LCAD's course delivery.
 - Learning and assessment materials designed and or produced by LCAD meet the requirements of the training package qualifications and / or units of competency.
 - Along with learning materials, the coordinator will establish appropriate teachers, assessors, support services and facilities to support the learning program
 - The coordinator will themselves or delegate another appropriately trained staff member to oversee the learning and assessment materials.
 - Annual key stakeholder feedback is utilised and reviewed.
 - Assessment validation summaries are considered in the annual internal audit of all delivery and assessment strategies. The coordinator will review and implement new training packages and qualification and unit of competency updates within the required 12 months of their publication release.
- (e) Where the training product requires work placements or other community-based learning, necessary skills and knowledge can be attained in that environment.

LCAD does not deliver training that involves work placements or other community-based learning.

Standard 1.2

Engagement with industry, employer and community representatives effectively informs the industry relevance of training offered by LCAD.

LCAD demonstrates:

- (a) how it identifies relevant industry, employer and community representatives and seeks meaningful advice and feedback from those representatives

The coordinator and/or the college quality board (CQB) will identify, contact, and engage relevant industry stakeholders to view the college's courses and provide advice on industry relevance.

It is the responsibility of the coordinator to seek out and utilise industry professionals that have a high standard of commitment, experience and recognition within the arts and design industry as practitioners to:

- provide teaching with integrity and up-to-date knowledge and application in art, design and photography education in Australia
- To provide LCAD with current industry awareness
- To help maintain the reputation of LCAD as being abreast of current practices and knowledge in the industry

Criteria for selection of appropriate industry persons:

The coordinator will consult with senior teachers and course advisors to identify appropriate industry members selected based on a combination of reputation, resume and work history.

Industry Teachers Advisory Group

LCAD teaching staff are employed as sessionals and are drawn from industry. The college uses its teaching staff to also review the course content and outcomes of students and teaching practices and compare it with industry standards they know.

Industry representatives are invited to LCAD to review college practices and outcomes, as teachers are often asked to sit in on assessments to witness processes directly. Alternatively, they may be brought in as visiting artists to speak directly with students.

LCAD will convene its entire teaching staff, Teachers Advisory Group, annually. A review of any issues related to teaching, assessment, student work, resources, and teaching materials will be discussed regarding their industry relevance and validity.

The coordinator will prepare an agenda for the meeting, including any issues raised in the previous college quality group (CQG) meeting that are relevant to industry relevance and validity.

Points and recommendations made in the meeting will be recorded in the Teachers Advisory Group minutes and reviewed by the CQG, who will confirm any recommendations. The coordinator can make changes to more minor matters. The CQG must ratify larger changes.

Any changes (if required) will be made to the TAS, assessment tool/s, and study unit outlines.

Other Industry

LCAD will contact an independent industry professional from outside the college annually to review the standard of the student work, the standard of the teacher's programs and, in some cases, the assessment standards of the college's training and assessment materials.

At times the independent professional will be asked to review the college marketing or other aspects of the college that identify it from outside the college, such as its project image, industry standing, advertising/promotions, etc

The outside professional will be asked to submit a report. The report is saved in the Meetings folder, ME 4 Other Industry.

The coordinator will review the report and complete any immediately rectifiable changes. More detailed items will be reviewed by the when it next sits.

- (b) It uses relevant advice and feedback to inform changes to training and assessment strategies and practices, and training reflects current industry practice.

Through close, ongoing contact with teachers, assessors, visiting artists, and industry contacts, as well as assessment tools, resources, student project work, student and teacher reviews, post course contact with former students, the course coordinator will continuously make notes and observations. It will recommend adjustments and changes to the assessments and the course (s) in general.

The CQG will instruct the coordinator or delegate to make improvements or additions to the college's course elements. The coordinator may make changes themselves if they are simple enough. Course elements may include the Training and Assessment Strategy (TAS), teacher learning programs, and assessment tools, such as study unit outlines, knowledge tools, and projects.

Monitoring & Reviewing

Monitoring Performance Indicators

- Student completion rates
- Student satisfaction scores
- Employer feedback ratings
- Industry relevance measures
- Compliance audit results
- Trainer performance evaluations

Data Collection Methods

- Student progress reports, and trainer feedback by term.
- Student satisfaction surveys, employer surveys annually.
- Comprehensive TAS review, industry consultation outcomes annually
- Ongoing: Incident reports, complaint analysis, continuous improvement suggestions

Evaluation and Review Process

- Analyse performance data and trends
 - Review student and stakeholder feedback
 - Identify areas for improvement
 - Adjustments to TAS, and teacher lesson plans and assessment tasks.
 - Document review outcomes and actions taken
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- Comprehensive analysis of all monitoring data
 - Industry consultation outcomes review
 - Regulatory compliance assessment
 - Benchmarking against industry standards
 - Resource allocation review and planning

Continuous Improvement

Improvement Identification

- Regular stakeholder feedback collection
- Performance data analysis
- Industry trend monitoring
- Regulatory update incorporation
- Best practice research and implementation

Implementation Process

- Identify improvement opportunity
- Assess impact and feasibility
- Develop implementation plan
- Obtain approval and resources
- Implement changes
- Monitor and evaluate effectiveness
- Document lessons learned

Roles and Responsibilities

See Organisation Chart