



AUSTRALIAN INSTITUTE of EDUCATION & TRAINING



TRAINER HANDBOOK

V.1.3



NATIONALLY
RECOGNISED
TRAINING

Welcome to the Australian Institute of Education and Training

Hi, and welcome to the Australian Institute of Education and Training. Since 2003, the Australian Institute of Education & Training has successfully trained over 20,000 Australians, across a wide range of courses and programs.

Australian Institute of Education & Training programs are designed to support students learning by using a range of flexible assessment strategies and frameworks, self-assessment & online testing tools, all designed to provide a learning environment that suits their needs.

OUR MISSION, VISION AND VALUES

Mission Statement:

AJET will provide our learners with a range of employment, career and personal development focused programs, facilitated across a variety of teaching and learning systems. Our programs will maintain industry relevance, and provide learners the best opportunities possible to engage in employment, further education and the global community.

Vision Statement:

AJET is dedicated to providing today's and tomorrow's learners with unique world class training options in career skills, life skills and personal development.

Values:

- Be respectful and work collaboratively with others
- Acknowledge individual's strengths and experiences
- Keep a client centred focus
- Be supportive in the aim to keep moving forward
- Maintain unity and transparency in all forms

OUR TRAINING

Australian Institute of Education & Training programs are;

Versatile

Our programs are designed to cater to learners of all ages and backgrounds, with a wide range of delivery and learning methods.

Holistic

Our programs are designed to draw on the personal and professional skills of the facilitator, while acknowledging each learner's prior experience and transferable skills.

Flexible

Our programs can be accessed in a range of formats, using a variety of assessment strategies, designed to fit around your ever-changing needs. Our online learning portal provides you with the information you need, when you need it.

Learner-centred

Our programs are all designed with the end result in mind. Your dedicated trainer will work with you to understand where your training can lead, while guiding you through your learning.

ABOUT US

OUR STAFF

Our experienced team of training and learning staff are committed to providing you with a range of practical, employment & skills based, work ready training programs, designed to get you where you want to be.

GENERAL INFORMATION

Office Hours

The administrative office hours are 9.00am to 5.00pm (Mon – Fri)

Training courses may sometimes be held outside these times.

CONTACT INFORMATION

<p>AIET Head Office</p> <p>Victoria Office</p> <p>517 Victoria Street West Brunswick, VIC, 3055 Phone: 03) 9387 2051 Fax: 03) 9387 3470</p>	<p>SA Office</p> <p>P.O. Box 7020 West Lakes, SA 5021 Phone: 08) 8242 6411</p> <p>Website: www.aiet.edu.au Email: info@aiet.edu.au</p>
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EMPLOYMENT

AIET is committed to providing quality training and assessment to its students and to employing quality, qualified trainers with a passion for teaching and training.

As a Registered Training Organisation AIET must comply with The Standards for RTO's 2015. All trainers must meet the trainer and assessor requirement as stated below:

As part of the Standards, an RTO's training and assessment may only be delivered by trainers and assessors who have:

- *the vocational competencies at least to the level being delivered and assessed*
- *current industry skills directly relevant to the training and assessment being provided, and*
- *current knowledge and skills in vocational training and learning that informs their training and assessment.*

In addition, training and assessment may only be delivered by persons who have:

- *TAE40110 Certificate IV in Training and Assessment, or its successor*, or*
- *a diploma or higher level qualification in adult education.*

Your RTO must also ensure that all trainers and assessors undertake professional development in the fields of:

- *knowledge and practice of vocational training, and learning and assessment, including competency-based training and assessment.*

**The Standards for RTO's 2015 can be found at [http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-\(rtos\)-2015.html](http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html)*

TRAINER REQUIREMENTS

Before you commence working as a trainer at Aiet you will be required to:

- Provide a certified copy of relevant qualifications including the TAE40110 Certificate IV in Training and Assessment or higher qualification in adult education, all qualifications relating to your area of delivery and any relevant licensing requirements.
- Provide a current CV
- Complete a Vocational Competencies sheet mapping your industry experience and skills against the required competencies and skills of the qualification or training program you are delivering.
- Complete a Professional Development register showing all current PD activities undertaken in relation to training and assessment and your training area of expertise. This register needs to be maintained and updated each year.
- Trainers working in schools and with children will need to obtain a National Police Check and a Working with Children Check or have a current teacher's registration.

You will report directly to the National Training Manager.

Trainers and assessors will undergo a full induction prior to delivering services on our behalf. The purpose of the induction is to provide a basic understanding of the organisation, an outline of the role, our expectations and an overview of Aiet policies and procedures.

You will be required to follow all organizational policies and procedures (refer to HR policies and procedures on the Aiet google drive or in hard copy from our offices) as well as relevant legislation and other regulatory requirements including the following;

- **Workplace Health and Safety (WHS or OHS)**
- **Equal Employment Opportunity (EEO) and Anti Bullying**

- *Confidentiality and privacy*
- *The VET quality framework*
- *Confidentiality and Privacy*
- *Complaints*
- *Appeals*
- *Plagiarism*
- *Child safety and protection*

All trainers and assessors should have a working knowledge of the **National Training Packages** and **Accredited Courses** and **Competency Based Training**.

TRAINING PACKAGES

Training packages are a key feature of Australia's national vocational education and training (VET) system.

Training package qualifications are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry.

Training packages are used as the basis for most of the programmes delivered in the VET system, including Australian Apprenticeships, training courses offered by registered training organisations, VET in Schools programmes, recognition of existing skills, and occupational licensing.

The aims of training packages are to:

- help the VET system achieve a better match between skills demand and supply
- encourage flexible and relevant workforce development and learning
- provide for the national recognition of the vocational outcomes of learning
- guide and support individuals in their choice of training and career.

WHAT IS A TRAINING PACKAGE?

Training packages are developed by **Service Skills Organisations** (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries.

Training packages do not suggest how a learner should be trained, rather, they specify the skills and knowledge required to perform effectively in the workplace.

Each training packages is made up of three components:

- **Units of competency:** define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
- **Qualifications framework:** groups of units of competency ranging from Certificate I to Graduate Diploma level.
- **Assessment guidelines:** the industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.

WHAT IS COMPETENCY BASED ASSESSMENT?

Is the process of collecting evidence and making informed judgments on whether competency has been achieved. The purpose of assessment is to confirm an individual can perform the standard expected in the workplace, as expressed in the relevant endorsed competency standards.

Assessment systems must ensure;

- assessment judgments are consistently made on a sound basis
- validation of assessment judgments is carried out.

For a learner to be assessed as competent, the learner must demonstrate their:

- ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
- understanding of what they are doing, and why, when performing tasks
- ability to integrate performance with understanding, to show they can adapt to different contexts and environments.

A learner must:

- be assessed against all the tasks identified in the elements of the unit or module
- demonstrate they can perform these tasks to an acceptable level.

Assessments must follow the Principles of Assessment and the Rules of Evidence. Assessments will be validated against these.

PRINCIPLES OF ASSESSMENT

Fairness The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility Assessment is flexible to the individual learner by:

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

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

Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their

practical application;

- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

RULES OF EVIDENCE

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

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

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

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

RECOGNITION OF PRIOR LEARNING (RPL) is defined in the AQF as follows:
Recognition of prior learning is an assessment process that involves assessment of an

individual's relevant **prior learning** (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

A requirement of all Registered Training Organisations (RTO's) is to provide recognition from participants who may have already attained competence through a combination of:

- Training completed through other RTO's (Credit transfer)
- Work experience
- General life experience

Candidates may present a variety of evidence forms including certification, references, work samples, portfolios, video, and testimonials to support an RPL claim.

Assessors must be confident that a candidate is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in the AQF accredited courses before granting recognition.

**Information regarding training packages and assessment requirements can be found at:*
www.training.gov.au

ASSESSMENT VALIDATION

Assessment validation is the quality review of the assessment process.

Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited courses are met.

AJET assessors will be expected to participate in assessment validation.

CODE OF PRACTICE FOR ASSESSORS

The code reinforces the performance outcomes of the Training and Assessment Training Package (TAE10) assessment units.

- The differing needs and requirements of the candidates, the local enterprise/s and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.

- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against the Training and Assessment Training Package (TAE10) competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Note: Code of Practice for Assessors is from the TAE10 Training and Assessment Training Package.



Training with AIET

i) Before the training date:

The National Training Director or state based manager will contact you to schedule dates and requirements.

All trainers and assessors are expected to use AIET learning and assessment materials. These will be provided to trainers ahead of training.

Trainers are expected to familiarise themselves with the materials and assessment tasks and be prepared for all sessions.

Trainers may contextualise and supplement AIET material. Any new additional material to be provided to students should first be approved by the Training Director.

Trainers will be provided with any information relevant to training delivery gained from the students' registration including group characteristics, special needs and LLN levels. Trainers are expected to cater for the specific needs of learners. The training director may provide assistance if needed.

Trainers are expected to make direct contact with the organization contact person at least 1 week prior to the scheduled delivery date. Trainers should introduce themselves and confirm training details such as location, time, breaks times, organizational schedules, resources, required training, etc.

All trainers will be expected to provide their own laptops, white board markers and presentation pointer (optional).

AIET will provide a trainer kit with some basic training materials and equipment such as white board markers and basic stationary items. If you require any special equipment and resources, please discuss these requirements with the Training Director.

The trainer is to collect all materials from the relevant AIET site office. A Trainer Checklist will be provided listing the materials required for training and details of the training.

ii) On the day of training.

All trainers are expected to dress in a neat, clean and well-presented manner when training. Trainers should not wear ripped or low cut clothing, tracksuits or opened toe shoes. Please contact AIET if you would like to order an AIET shirt or polo top to wear for training.

Trainers should allow for sufficient travel time to arrive at least 15 – 30 minutes before the commencement of training. You must ensure sufficient time to set up for the training and commence at the designated time.

Complete the Site Induction Checklist and note any OHS concerns. Ensure the environment is safe for you and your learners.

Trainers must complete the attendance sheet provided and ensure all students sign next to their name. If a student has not registered and does not appear on the sheet, their name should be added to the list and the AIET administration assistance informed on your return to the office.

Beginning the session:

- Introduce yourself
- Discuss relevant OHS issues. Point out exits, toilets, evacuation plans, etc.
- State the training to be delivered
- State the structure and outcomes of the training
- Confirm start and end times and break times

- Outline any requirements or general expectations such as mobile phone use, etc.
- Ensure student sign the attendance sheets.

Managing the group

Trainers are expected to provide a training environment that is safe, welcoming and conducive to learning. Some key points are:

- Treat all people with respect
- Respect individual differences and diversity
- Be responsive to the needs of the students
- Encourage participation of all students
- Give feedback and praise to promote confidence
- If confronted with difficult behaviour focus on the behaviour not the individual.
- Be flexible in your training.
- Bullying and harassment are not to be tolerated in any way.
- Ask for help if needed. The training director is always available to provide support to you.

Ending the session:

- Summarise the main outcomes of the day's training
- Discuss future sessions or pathways
- Ask for feedback. Students should complete a course evaluation form

- For short courses a Training Feedback Form will be included in the trainer's kit. These should be completed by all students and returned to the training director.
- For long courses students should be directed to our website www.aiet.edu.au to complete the online course evaluation form.
- Collect all materials and equipment used.
- Leave the room neat and tidy.
- Ensure all completed assessment tasks have been collected.

iii) After the completion of training

- Trainers are expected to assess student work and submit results not more than one week after the completion of training
- All results will be entered onto the spreadsheet supplied by Aiet and emailed back to the administration office as specified.
- Trainers should complete the Final Check List and document any feedback and comments about the training on this form.
- The trainer kit and all other equipment and materials used for training should be returned to the Aiet office as soon as possible after completion of training.
- The Final Checklist must be signed by an Aiet staff member after completion to ensure all materials have been returned.
- All complete assessment evidence and assessment tools are to be returned to the Aiet office for storage after assessment has been completed.

Appeals and complaints

Students have a right to lodge an appeal against any assessment decisions and to make a complaint about the training and should be directed to the Aiet website to

complete the relevant information if the occasion arises. The Training Director will deal with the issue following Aiet's policies and procedures.

Welcome to Aiet, we hope you enjoy working with us.



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