Training And Assessment Policy & Associated Procedures

Policy Area:	Training and Assessment Governance
Standards Reference:	Standards for RTOs 2025 – Outcome Standards 1.1, 1.2, 1.3–1.5, 1.6, 1.7, 1.8, 2.1–2.2
Responsibility:	RTO Manager, Trainers and Assessors, Academic Coordinator, Compliance Officer, CEO
Classification:	Internal Academic Policy – Training and Assessment

PURPOSE OF THE POLICY

The purpose of this policy is to establish a consistent, compliant, and quality-driven framework for planning, delivering, and assessing nationally recognised training across all IOIS delivery locations, including domestic and offshore cohorts. This policy ensures that training and assessment strategies, resources, staff capability, and assessment systems comply with the Standards for RTOs 2025 and the requirements of each training product. It also guides the engagement of industry experts, the management of facilities and learning environments, the use of third-party arrangements, and the transition to new training products so that learner outcomes remain valid, current, robust, and reflective of industry expectations.

POLICY STATEMENTS

1. Training

- Training will be delivered in accordance with approved Training and Assessment Strategies (TAS), ensuring that all delivery arrangements align with the requirements of the training product, delivery mode, learner cohort characteristics, volume of learning, and assessment conditions. TAS documents must demonstrate that training is planned, sequenced, and supported in a way that enables learners to achieve competency outcomes consistently across both domestic and offshore delivery.

- Training must be designed and delivered to ensure that learners receive high-quality, structured, and engaging learning experiences. Training must support learner participation, progression, and completion by incorporating appropriate learning resources, interactive activities, practical application opportunities, digital tools, and timely trainer feedback. Learner needs—identified through LLND screening and other diagnostic methods—must inform training adjustments and support services.

- Training delivery will include an appropriate mix of supervised learning, structured class activities, guided online learning, practical tasks, and self-paced study, consistent with the volume of learning requirements for each qualification. Domestic and offshore learners must receive equivalent access to resources, trainer support, and learning opportunities, regardless of their delivery location or mode. Regular monitoring of learner engagement and progress is required to ensure timely intervention where needed.

- Training must be delivered by trainers who have the required vocational expertise, current industry knowledge, and up-to-date VET training and assessment practices. Trainers are expected to maintain competency and currency through ongoing professional development, industry engagement, and reflective practice. For offshore delivery, local facilitators may support day-to-day learner engagement, but responsibility for training quality, delivery decisions, and academic oversight remains with qualified trainers employed or contracted directly by the RTO in Australia.

2. Industry Engagement

- IOIS will engage systematically and regularly with industry stakeholders to ensure that all training and assessment practices reflect current workplace expectations, emerging trends, and technological advancements. Industry consultation will be integrated into the design, development, review, and continuous improvement of Training and Assessment Strategies (TAS), learning materials, assessment tools, and delivery methodologies. Engagement activities may include interviews, surveys, advisory meetings, workplace visits, and consultation with industry experts or employers.

- All industry feedback, including the consultation method, outcomes, recommendations, and actions taken, will be documented in the Industry Consultation Register. IOIS will use this feedback to update TAS, contextualise learning resources to reflect real workplace scenarios, enhance assessment tasks, confirm the appropriateness of assessment conditions, and ensure practical components are aligned with actual industry requirements. Records of consultation will be retained to demonstrate ongoing relevance and quality assurance.

- For offshore delivery, IOIS will undertake additional relevance checks to ensure contextualisation remains aligned with the expectations of the Australian VET sector while recognising unique local operational contexts. Offshore training must still meet Australian industry competency standards, and any adaptation must strengthen—not dilute—the skill and knowledge outcomes required for the qualification. IOIS will work with both Australian and local industry representatives to maintain authenticity, accuracy, and currency of training and assessment content for offshore cohorts.

3. Assessment

- All assessments will be designed and conducted in accordance with the requirements of the training product and the principles of validity, reliability, fairness, and flexibility. Assessment methods and tools must enable learners to demonstrate the required skills and knowledge in conditions that reflect real or simulated work environments, and must support consistent and transparent assessment outcomes across all delivery locations.

- Assessments must be conducted by assessors who possess the necessary vocational competency, current industry knowledge, and contemporary VET assessment capabilities. IOIS requires all assessors to maintain ongoing professional development, industry engagement, and assessment practice currency to ensure the integrity and quality of assessment outcomes. Assessor capability requirements will be documented and regularly reviewed as part of IOIS's governance and quality assurance processes.

- All assessment judgements must be based on evidence that is sufficient, authentic, current, and relevant to the unit requirements. Assessors must apply clearly defined benchmarks, use structured assessment tools, and follow internal assessment procedures to ensure consistency. Assessment records must be retained, stored securely, and accessible for audit, moderation, or validation purposes.

- For offshore delivery, any assessment activity undertaken by locally based assessors, tutors, or facilitators must occur under the direct supervision and oversight of a qualified Australian assessor. The Australian assessor holds responsibility for confirming assessment outcomes, ensuring integrity, providing guidance, and verifying that all evidence meets the training product requirements. Supervision arrangements must be documented and monitored to ensure ongoing compliance.

- Assessment tools, including marking guides, observation checklists, student instructions, and mapping documents, must undergo validation at scheduled intervals. Validation will review the effectiveness and appropriateness of the assessment instruments, the clarity of instructions, the alignment with unit requirements, and the consistency of assessment decisions. Additional validation may be initiated whenever changes occur in training products, assessment risks are identified, or continuous improvement feedback indicates potential issues.

4. Facilities, Resources and Equipment

- IOIS will ensure that all training and assessment facilities, resources, and equipment meet the requirements of each training product and enable learners to develop the skills and knowledge needed to achieve competency. This includes ensuring access to appropriate learning spaces, industry-standard tools and equipment, digital platforms, learning materials, and simulated workplace environments where relevant. All facilities and resources must support effective learning, meet work health and safety requirements, and be appropriate for the intended delivery mode.

- Offshore delivery locations must demonstrate full equivalency with domestic facilities and resources to ensure that all learners—regardless of location—receive an equivalent learning experience and can achieve the same competency outcomes. IOIS will verify that offshore facilities, equipment, and learning resources meet Australian VET quality expectations, and any contextualisation for local conditions must not diminish the standard of training or assessment required by the training product.

- Resource sufficiency and suitability will be reviewed during the development or review of the Training and Assessment Strategy (TAS), during scheduled internal audits, and prior to the commencement of each cohort. This review will confirm that all required materials, equipment, digital systems, and learning supports are available, functional, current, and adequate for the number of learners enrolled. Identified gaps must be addressed before training begins, and ongoing monitoring will be conducted throughout the delivery period to maintain resource quality and availability.

5. Learning Environment

- IOIS will maintain a safe, inclusive, and supportive physical and virtual learning environment that enables all learners to participate fully in training and assessment. The learning environment must foster respect, equity, cultural sensitivity, and psychological safety. IOIS will ensure that learners have access to appropriate support services, clear communication channels, and opportunities to seek assistance throughout their studies.

- All learning spaces—whether physical classrooms, workshops, practical training sites, simulation areas, or online environments—must be designed to promote engagement, accessibility, and learner wellbeing. Facilities must comply with relevant safety standards, be free from hazards, and support a range of learning styles. The environment must enable effective interaction between trainers and learners, facilitate group work and collaboration, and provide adequate space and equipment for practical activities where required.

- Virtual delivery platforms such as the Learning Management System (LMS), MS Teams, and other approved tools will be used to facilitate interactive and supervised learning. These platforms must provide learners with access to learning resources, communication tools, scheduled sessions, formative activities, and assessment materials. Trainers must actively monitor learner participation, provide timely feedback, and maintain regular communication to ensure learners remain engaged and on track.

- Offshore learning environments must meet the same quality and compliance expectations as domestic delivery locations. IOIS will ensure that offshore facilities, virtual platforms, and support arrangements meet Australian VET requirements and provide learners with equivalent access to resources, supervision, and trainer interaction. Regular monitoring, reviews, and audits will be conducted to verify ongoing compliance and to address any issues affecting the delivery environment or learner experience.

6. Transition of Training Products

- IOIS will monitor all training product updates published on training.gov.au to identify when qualifications or units are superseded, deleted, or significantly updated. Monitoring will occur regularly and will be supported by internal governance processes to ensure timely identification of changes. When a training product is superseded, IOIS will initiate transition activities promptly to maintain compliance and ensure that all learners continue to receive training and assessment that aligns with current industry and regulatory requirements.

- All learners must be transitioned to the new training product within the regulatory timeframes permitted following a superseding event. IOIS will assess each learner's progress, determine appropriate transition arrangements, and ensure that learners are not disadvantaged during the process. Clear communication will be provided to learners, trainers, and administrative staff outlining timelines, requirements, and any changes affecting the structure or outcomes of the qualification or units.

- Training and Assessment Strategies (TAS), assessment tools, learning resources, and delivery materials will be updated to align with the new qualification or unit before any new enrolments are accepted. Internal checks will be conducted to ensure that updated documents accurately reflect new competency requirements, assessment conditions, volume of learning expectations, and industry benchmarks. Only once all required updates, validations, and approvals have been completed will IOIS commence delivery of the newly endorsed training product.

7. Third Parties

- IOIS may engage third parties to deliver training, assessment, administrative functions, or learner support services only where a formal written agreement has been established. This agreement must clearly define the scope of services, roles and responsibilities, reporting arrangements, quality expectations, and the mechanisms for monitoring compliance. IOIS will ensure that any organisation or individual engaged as a third party has the capability, resources, and expertise necessary to deliver the services in line with Australian VET requirements.

- IOIS retains full responsibility for the quality, integrity, and compliance of all services delivered under a third-party arrangement, regardless of the geographical location or nature of the services provided. This includes responsibility for ensuring that training and assessment outcomes meet the requirements of the training product, that assessment decisions are fair and valid, and that learners receive appropriate support. Third-party delivery must never compromise the standards, values, or obligations of IOIS as the registered training organisation.

- The performance and compliance status of third parties will be monitored through scheduled audits, reporting requirements, and ongoing communication. Monitoring activities may include site visits, observation of training or assessment, review of assessment decisions, analysis of student feedback, regular performance reporting, and review of staffing capability and resources. Any non-compliance or concerns identified through monitoring will prompt corrective actions, follow-up reviews, and, if necessary, escalation to contract variation or termination procedures.

PROCEDURES

1. Develop Training and Assessment Strategies (TAS)

- Develop a TAS for each qualification or skill set offered by IOIS, ensuring the document accurately reflects:

  o   Learner cohort characteristics, including prior education, language needs, workplace experience, domestic or offshore context, and any identified learner support requirements.

  o   Delivery mode, outlining whether training will be delivered face-to-face, online, blended, or across multiple locations, and how delivery arrangements ensure equivalent learning outcomes.

  o   Volume of learning, including supervised hours, structured activities, self-paced study, and any practical components, ensuring the total hours are appropriate for the qualification level and cohort.

  o   Training schedule, with clear sequencing of units, training weeks, supervised learning hours, and scheduled teacher-led sessions that support learner progression and engagement.

- Assessment methods and tools, outlining the types of evidence to be collected, simulated or workplace conditions required, moderation processes, and alignment with unit requirements.

- Resource and facility requirements, including physical spaces, digital tools, equipment, learning materials, and staffing capability necessary for high-quality delivery across domestic and offshore sites.

- Confirm industry input to validate that the proposed TAS reflects current industry skill needs, technologies, and workplace practices. Consultation methods may include interviews, surveys, advisory discussions, or feedback from employers and industry experts.

- All consultation activities and outcomes must be recorded in the Industry Consultation Register, including recommendations and actions taken.

- Submit the TAS for approval by the RTO Manager prior to implementation. Approval confirms that:

  - The TAS aligns with training product requirements

  - Resources and staffing are adequate

  - Delivery arrangements are appropriate and achievable

  - Compliance requirements have been met for both domestic and offshore delivery

  - Only after formal approval may the TAS be implemented for new cohorts.

- Review the TAS annually or sooner if triggered by:

  - Updated industry feedback or shifts in industry practice

  - Changes to training products, assessment conditions, or regulatory requirements

  - Delivery performance issues, learner feedback, or audit findings

  - Changes in learner cohort characteristics or offshore operational contexts

  - Reviews must be documented, with updates recorded in version control and communicated to all relevant staff.

2. Engage with Industry

- Identify industry experts relevant to each training product, ensuring a representative mix of employers, supervisors, industry practitioners, professional associations, and subject matter specialists. Selection should consider current industry trends, occupational areas aligned to the qualification, and the relevance of local and international industry insights for offshore delivery contexts.

- Conduct industry consultations at least annually and whenever new TAS documents are developed or existing TAS documents are reviewed. Additional consultations should be undertaken when significant industry changes occur, such as the introduction of new technologies, shifts in workplace practices, or updates to training product requirements. Consultations may occur through meetings, interviews, focus groups, workplace visits, surveys, or advisory discussions.

- Collect detailed industry feedback to confirm the relevance and currency of IOIS training and assessment. Feedback should address:

  - Job roles associated with the qualification, including emerging job functions or skill sets

  - Skills needs, including technical, digital, and employability skills currently valued by employers

  - Current technology used in the workplace, including software, tools, equipment, and modern practices

- o Assessment relevance, including whether assessments reflect realistic workplace tasks, conditions, and expectations

- o For offshore delivery, industry consultations must ensure contextualisation aligns with Australian industry standards while recognising the operational environment in the offshore location.

- Document all consultation evidence including participant details, consultation methods, feedback received, recommendations, and decisions made. These must be recorded in the Industry Consultation Register and retained as part of the RTO's quality assurance documentation.

- Where actions are required, IOIS must document the steps taken and allocate responsibilities for implementation.

- Integrate consultation outcomes into Training and Assessment Strategies (TAS), learning materials, and assessment tools. Updates must reflect current industry practice, ensure authenticity of workplace tasks, and strengthen alignment to job role requirements.

- Any changes arising from industry input must be reflected in version control records and communicated to relevant trainers, assessors, and support staff.

3. Provide Quality Training

- Schedule classes and structured learning activities in accordance with the Training and Assessment Strategy (TAS). This includes confirming session times, delivery modes, unit sequencing, supervised hours, and assessment timelines. Trainers must ensure that learning sessions follow the planned structure, promote active engagement, and support learners to build the knowledge and skills required for each unit of competency.

- Provide learners with access to all required learning materials, equipment, and technology necessary to participate effectively in training. This may include digital learning resources, textbooks, industry examples, LMS access, simulation tools, and practical equipment. Trainers must ensure learners understand how to use the resources and access support if technology or equipment issues arise.

- Monitor learner engagement, attendance, and academic progress throughout the training period. This includes tracking participation during live sessions, reviewing activity within the LMS, monitoring completion of formative tasks, and identifying any early signs of disengagement. Trainers must maintain accurate attendance and participation records, report issues according to internal procedures, and initiate intervention processes where required.

- Provide additional support when LLND needs or learning barriers are identified. Trainers and support staff must respond promptly when learners demonstrate difficulties with language, literacy, numeracy, digital literacy, comprehension, or study skills. Support may include referrals to the Student Support Officer, additional coaching sessions, adjusted learning materials, or the application of reasonable adjustments that do not compromise assessment integrity.

- For offshore delivery, ensure Australian trainers supervise all learning sessions conducted by local tutors or facilitators and maintain full academic oversight. Australian trainers are responsible for ensuring training quality, consistency, and alignment with the TAS. Supervision may occur through online platforms such as MS Teams, recorded sessions, live observation, and regular check-ins. Local tutors may assist with classroom management and learner engagement but must not make training or assessment decisions. Quality oversight activities must be documented to demonstrate compliance and continuous improvement.

4. Manage Assessment System

- Ensure all assessments align with the assessment requirements of the training product, including performance evidence, knowledge evidence, assessment conditions, and the required level of workplace realism. Assessment design must reflect genuine workplace tasks and comply with national training package requirements.

- Use assessment tools that support high-quality and compliant evidence collection. Assessment tools must:

  o Enable collection of valid, sufficient, current, and authentic evidence across multiple methods as required.

  o Provide clear instructions for students, outlining task requirements, delivery conditions, expectations, and submission procedures.

  o Provide comprehensive instructions for assessors, including decision-making criteria, benchmarks, observation checklists, and guidance on how to interpret evidence consistently.

- Conduct assessor moderation sessions to ensure all Australian assessors interpret benchmarks consistently and apply assessment judgement reliably. Moderation activities must be documented and used to support continuous improvement of assessment practices and tools.

- Store all assessment evidence securely and maintain accurate, auditable records. Completed assessments, observation notes, feedback forms, mapping documents, moderation outcomes, and assessor judgement records must be retained in secure systems in accordance with IOIS's record-keeping requirements. Electronic and physical evidence must be protected from loss, unauthorised access, or alteration.

- For offshore delivery, industry experts may provide contextual input and workplace insights, but they must not conduct assessments or make assessment judgements. Their role may include:

  o Providing workplace guidance to learners

  o Supporting practical activities

  o Offering industry insights to trainers

  o Giving feedback to IOIS on the realism and currency of assessment tasks

All formal assessment decisions must be made exclusively by qualified Australian assessors employed or contracted by IOIS. Australian assessors will:

  o Review all evidence gathered

  o Conduct observations or interviews via digital platforms where required

  o Validate the authenticity and sufficiency of the evidence

  o Make the final competency judgement

  o Record and sign off assessment outcomes

Documentation must clearly demonstrate that only Australian assessors have made assessment judgements.

5. Manage Facilities, Resources and Equipment

- Verify that all facilities, resources, and equipment meet the requirements outlined in the Training and Assessment Strategy (TAS) and the specifications of the training product. This includes confirming that learning materials, digital tools, physical equipment, training spaces, and simulation environments are appropriate for the qualification level, delivery mode, and learner cohort. Trainers,

assessors, and operational staff must ensure that all items are suitable, sufficient in quantity, safe to use, and reflective of current industry standards.

- Conduct pre-delivery checks across both domestic and offshore locations to confirm that all required resources are available and functional before training commences. These checks must assess:

  o Availability and condition of equipment

  o Suitability of training rooms or workshop spaces

  o Functionality of digital platforms and LMS access

  o Access to learning materials and assessment tools

  o Compliance with safety and accessibility standards

  o Any gaps identified during pre-delivery checks must be addressed promptly, documented, and reported to the RTO Manager.

- Replace or repair equipment as required to ensure training and assessment activities can continue without interruption. Faulty or outdated equipment must be reported through IOIS's maintenance or incident reporting procedures. Replacement decisions must consider:

  o Safety requirements

  o Alignment with industry practice

  o Resource sufficiency for cohort size

  o Continuity of delivery for both domestic and offshore learners

  o All repairs and replacements must be recorded and monitored for future planning.

- Maintain resource inventories and audit reports to track the condition, availability, usage, and compliance status of all facilities and equipment. Inventories must include details of:

  o Equipment type, quantity, and condition

  o Last service or calibration dates (where applicable)

  o Location (domestic or offshore)

  o Responsible staff member

  o Regular internal audits must be conducted to ensure ongoing compliance, identify risks, and inform continuous improvement planning. Audit outcomes must be documented, stored securely, and used to update resource management plans.

6. Manage the Learning Environment

- Ensure all physical classrooms and training spaces meet safety, accessibility, and operational requirements prior to delivery. This includes confirming compliance with workplace health and safety standards, adequate lighting and ventilation, appropriate furniture and equipment, and suitability for the nature of the training (e.g., practical, theoretical, simulated workplace activities). Trainers and operational staff must ensure that equipment is available, functional, and arranged to support learner engagement, interaction, and safe participation.

- Ensure that the LMS and all online delivery platforms are accessible, functional, and capable of supporting interactive and supervised learning. IOIS will maintain digital systems such as the Learning Management System (LMS), MS Teams, and other approved platforms to ensure that learners can access resources, participate in live sessions, receive feedback, and complete assessments without disruption. Technical support will be available to assist learners and trainers in resolving issues that could impact engagement or learning outcomes.

- Monitor the learning environment continuously using a combination of student feedback, internal audits, trainer observations, and operational reviews. Monitoring activities may include:

  o Classroom walkthroughs

  o Review of online participation and system performance

  o Analysis of learner satisfaction surveys

  o Trainer and assessor reports on engagement, resource sufficiency, and environmental barriers

  o Findings will be documented and communicated to relevant staff for follow-up action.

- Rectify any identified risks or deficiencies promptly to ensure ongoing learner safety, wellbeing, and access to quality learning conditions. Risk mitigation actions may include repairing or replacing equipment, adjusting classroom layouts, enhancing digital platform functionality, updating safety procedures, or implementing temporary alternative learning arrangements. All actions taken must be recorded and reviewed to prevent recurrence.

7. Conduct Assessment Validation

- Conduct validation of assessment systems, tools, processes, and judgements at least once every five years for every training product on the RTO's scope. Validation activities must follow a risk-based schedule that prioritises training products with higher enrolments, recent industry changes, complex assessment requirements, or identified quality risks. Additional validations must be conducted whenever issues are identified through audits, feedback, moderation, or changes to training products.

- Include independent assessors in the validation process who did not participate in the original assessment decisions. Validators must have relevant vocational expertise and current assessment knowledge to objectively evaluate whether assessment tools and assessor judgements are appropriate, consistent, and aligned with the requirements of the training product.

- Record all validation findings in the Assessment Validation Register, documenting:

  o The units and assessment tools reviewed

  o Who participated in the validation

  o The evidence considered

  o Identified strengths and gaps

  o Recommended improvements and required actions

  o Validation records must be retained to provide a clear audit trail of assessment quality assurance.

- Implement corrective actions through the Continuous Improvement Register when validation outcomes identify gaps, inconsistencies, or opportunities to strengthen assessment practice. Corrective actions may involve amending assessment tools, updating guidance materials, adjusting assessment processes, or providing professional development to assessors. Completion and impact of corrective actions must be monitored to ensure improvements are embedded effectively.

8. Manage Transition of Training Products

- Monitor changes to training products on training.gov.au on a monthly basis to identify when qualifications, units, or skill sets are superseded, deleted, or updated. Monitoring activities must be documented and supported by internal governance processes to ensure timely identification of changes that may impact delivery or assessment.

- Notify trainers, assessors, compliance staff, and administrative personnel promptly when a training product is superseded or updated. Communication must include details of the change, implications for delivery, assessment, resourcing, and any required actions. Staff must be informed of how the change affects current cohorts, future enrolments, and training resources.

- Update the Training and Assessment Strategy (TAS), learning resources, assessment tools, and delivery documentation to align with the requirements of the new or updated training product. Updates must be completed before enrolling new learners into the superseding product. All updated documents must undergo internal review, be validated where necessary, and be recorded through version control processes.

- Transition continuing students to the new training product within the regulatory timeframe, ensuring learners are not disadvantaged by the change. This includes:

  o Assessing the progress of currently enrolled students

  o Determining appropriate transition points

  o Providing students with clear information about any changes

  o Ensuring equivalent training and assessment outcomes

  o Supporting learners through the transition as required

  o All transition decisions and communications must be documented to demonstrate compliance and protect the learner experience.

9. Manage Third Parties Responsible for Training/Assessment and Support Services – Expanded Procedure

- Establish a formal written agreement prior to the commencement of any third-party service delivery.

- The agreement must clearly define:

  o The scope of services to be delivered

  o Roles and responsibilities of each party

  o Quality assurance expectations

  o Reporting and communication requirements

  o Record-keeping obligations

  o Processes for monitoring, non-compliance, and termination

  o No third-party activity may occur until the agreement has been fully executed.

- Conduct thorough due-diligence prior to entering into any third-party arrangement to confirm the organisation's capability, resources, staffing expertise, governance structures, and experience in delivering services in accordance with Australian VET standards. Due-diligence activities may include reviewing:

- o Organisational history and reputation

- o Trainer/assessor qualifications (if applicable)

- o Physical and digital infrastructure

- o Previous audit outcomes or compliance records

- o Insurance, policies, and procedures

- o Findings must be documented and approved by the RTO Manager or CEO before proceeding.

- Monitor third-party performance through structured oversight activities, which may include:

  - o Scheduled audits to review compliance with the agreement, resource standards, student support processes, and documentation requirements

  - o Assessment sample reviews (where the third party provides assessment support services—but not assessment judgement) to ensure alignment with training product expectations

  - o Regular reporting obligations, such as progress reports, student attendance, engagement data, and delivery updates

  - o Interviews with trainers, support staff, and students to obtain feedback on delivery quality, learning environment, and support effectiveness

  - o Monitoring must occur at intervals appropriate to the level of risk associated with the third-party arrangement.

- Maintain a Third-Party Register that records all active and previous third-party agreements, including:

  - o Organisation details

  - o Nature and scope of services

  - o Agreement dates and review cycles

  - o Monitoring activities conducted

  - o Compliance outcomes and corrective actions

  - o The register must be kept up to date and accessible for internal and external audits.

10. Terminate Third-Party Contracts – Expanded Procedure

- Terminate agreements when continuation poses a compliance, quality, or strategic risk to IOIS.

- Termination may be initiated when:

  - o Non-compliance is identified and the third party fails to implement corrective actions within agreed timeframes

  - o Service delivery no longer aligns with IOIS strategic priorities, operational needs, or quality standards

  - o There is evidence of adverse learner impact, breaches of responsibility, or failure to meet contractual obligations

  - o Changes in capability, staffing, or resources at the third-party compromise delivery quality

  - o All decisions must be formally approved by the CEO or RTO Manager.

- Notify affected students and staff promptly to ensure transparency and minimise disruption. Communication must include:

- A clear explanation of the change

- The timeline for transition

- Information about how training, assessment, or support services will continue

- Contact details for support or enquiries

- IOIS must provide clear instructions to ensure learners feel supported and informed throughout the transition.

- Ensure continuity of training and assessment without adverse impact on learners.

    IOIS must implement transition arrangements that maintain:

    - Uninterrupted access to learning and assessment

    - Equivalent quality of delivery

    - Appropriate support services

    - Access to qualified trainers and assessors

    - Continuity arrangements may include relocating delivery, reallocating responsibilities internally, or engaging an alternative provider under controlled arrangements.

- Document all termination actions thoroughly and retain records according to IOIS's document and record management requirements. Documentation must include:

    - Reasons for termination

    - Evidence of non-compliance or performance concerns (if applicable)

    - Notifications issued to staff, students, and stakeholders

    - Transition plans and actions taken

    - Final closure reports and file notes

    - These records must be stored securely and be available for audit, regulatory review, or internal quality assurance processes.

RESPONSIBILITIES

Chief Executive Officer (CEO)

- Ensures IOIS meets all regulatory, quality, and reporting obligations under the Standards for RTOs 2025.
- Provides strategic oversight of training and assessment operations across domestic and offshore delivery locations.
- Approves third-party contracts, major training governance documents, and key policy decisions.
- Ensures adequate resources, staffing, and systems are available to support compliant delivery and assessment.

RTO Manager

- Oversees the development, implementation, monitoring, and review of Training and Assessment Strategies (TAS) for all qualifications and skill sets.
- Ensures training quality, assessment systems, and practices meet compliance and industry expectations.

- Coordinates and monitors industry engagement activities and ensures outcomes inform continuous improvement.

- Ensures all delivery locations—domestic and offshore—operate in accordance with IOIS standards and regulatory requirements.

- Approves trainers and assessors for deployment, confirming vocational competency, industry currency, and VET practice capability.

Compliance Officer

- Monitors compliance with all applicable legislation, regulatory standards, and internal quality requirements.

- Oversees internal and external audits, assessment validation activities, training product transition processes, and quality reviews.

- Manages continuous improvement processes and ensures corrective actions are tracked and implemented.

- Maintains compliance registers and ensures documentation is accurate, current, and audit-ready.

Trainers and Assessors

- Deliver training and assessment in alignment with TAS, assessment tools, delivery plans, and organisational expectations.

- Maintain vocational competency, industry currency, and VET currency through regular professional development and engagement with industry.

- Participate in moderation, validation, and continuous improvement activities to support assessment quality and consistency.

- Monitor learner engagement and progress, identify support needs, and provide timely and appropriate guidance to promote learner success.

- For offshore delivery, provide supervision, oversight, and academic direction to local tutors or industry experts.

Student Support Staff

- Provide academic, wellbeing, and administrative support services to learners, ensuring timely access to assistance.

- Assist learners with LLND needs, digital literacy challenges, or other barriers to participation and progression.

- Implement support interventions and maintain accurate records of support services provided.

- Facilitate referral to internal or external support services where appropriate.

Third Parties (if engaged)

- Deliver training, assessment support, or administrative services strictly in accordance with contractual requirements and regulatory expectations.

- Comply with IOIS policies, procedures, reporting obligations, and quality assurance processes.

- Participate in audits, performance reviews, and monitoring activities conducted by IOIS.

- Provide timely data, documentation, and feedback to enable IOIS to maintain compliance and support student success.

RELATED DOCUMENTS

- Training and Assessment Strategies (TAS)
- Assessment Validation Schedule
- Assessment Validation Register
- Student Support Policy
- Complaints and Appeals Policy
- Continuous Improvement Register

Document Version Control

Document Title	IOIS Training and Assessment Policy and Associated Procedures	
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1.1	IOIS Training and Assessment Policy and Associated Procedures *V1.1*	July 2025