Training and Assessment Policy

Australis College Pty Ltd
RTO Number 31518

PURPOSE

To engage and train students towards successful completion of their qualification with a wide variety of learning and assessment methods to address individual needs.

To measure learning progress and assess students in a fair and equitable manner aligned with the requirements of the relevant VET accredited course, the Principles of Assessment and Rules of Evidence outlined in the Standards for Registered Training Organisations (RTOs) 2015.

SCOPE

Australis College conducts training and assessment against the competency standards in a Training Package and accordance with the Principles of Assessment, and the Rules of Evidence.

Trainers and Assessors are employed or contracted by Australis College, who hold and maintain the necessary training and assessment qualifications and industry competencies as determined by the relevant Industry Skills Service Organisation and Australian Skills Quality Authority (ASQA). Trainers and Assessors must have the relevant vocational competencies at least to the level being assessed, and continue to update their vocational training knowledge and skills, and industry currency knowledge and expertise.

This policy encompasses principles of:

- Access and equity.
- Training strategies including reasonable adjustment.
- Trainer and Assessor compliance.
- Principles of assessment and rules of evidence.
- Validation.
- Assessment checking and cross-marking.
- Resubmission of assessments.
- Credit Transfer and Recognition of Prior Learning.
- Transitioning of qualifications/units of competency.
- Retention of assessment requirements.

POLICY STATEMENT

1. ACCESS AND EQUITY

1.1 Australis College engages students towards successful completion of their qualification with a variety of learning and assessment methods to address individual needs. Students are engaged, trained and assessed in a fair and equitable manner aligned with the requirements of the relevant Training Package or VET accredited course. (Refer to the Access and Equity Policy.)

2. TRAINING STRATEGIES

2.1 The College develops and implements Training and Assessment Strategies informed by industry to enable the student to gain the knowledge and application of skills that are relevant to the workplace. In developing course resources, and summative and formative methods of assessment to suit the learner cohort and range of learning styles, Subject Matter Experts will apply:

- The volume of learning requirements.

- AQF level of the qualification.

- Learning and assessment requirements of the endorsed Training Package on training.gov.au to produce competent students in their chosen field of study. This includes elements, performance criteria, foundation skills, performance and knowledge evidence, and assessment conditions (including practical application) for each unit of competency delivered within each qualification on scope.

- Industry regulations and requirements. (Refer to the Training Product Development Procedure.)

2.2 Australis College Trainers and Assessors are qualified professionals in their field and meet requirements as per the Standards for Registered Training Organisations (RTOs) 2015 by maintaining their vocational competency and keeping up to date with industry practice, trends and industry networks. They remain current with VET knowledge including learning and assessment strategies that inform the development of courses and contribute to the continuous improvement of Training and Assessment Strategies and service delivery. (Refer to the Maintaining Trainer and Assessor Compliance Procedure.)

2.3 Business operations are aligned to support the student from pre-enrolment through to completion in preparing the student to become 'job ready'. For this reason, Trainers and Assessors have a vital role in providing regular contact, technical support and feedback throughout the training activities, assessment submissions and practical placements/clinic days where required.

2.4 Where relevant, a Trainer or Assessor may need to make reasonable adjustment(s) in the delivery of training and assessment methods to cater for students who have been identified at enrolment as having learning challenges or disability which will impact on their ability to complete the course in its current format. This may take into account, but not limited to:

- Language challenges.

- Literacy challenges.

- Numeracy challenges.

- Computer literacy challenges.

- System access challenges.

- Physical challenges.

- Cultural challenges.

- Preferred learning styles.

- Workplace and study environment challenges.

2.5 Any reasonable adjustment methods and assessment must be approved by the relevant Head of Faculty, and notes and samples of adjusted assessment fully documented on our Student Management System/Learning Management System.

2.6 **QUEENSLAND FUNDED PROGRAMS.**

Students/Trainees enrolling into QLD Funded programs such as Certificate 3 Guarantee, Higher Level Skills and User Choice are provided with a personalised Training Plan detailing the scheduled delivery of units of competency within the qualification, LLN support and training and assessment methods. This document must be approved and signed by all parties and updated at a minimum of every three months.

2.6.1 Certificate 3 Guarantee and Higher Level Skills students are provided with a Training Participation Logbook to accurately document attendance and time spent on each training and assessment activity uploaded to the Learning Management System every three months. (Refer to the Certificate 3 Guarantee and Higher Level Skills Training and Administration Procedure.)

2.6.2 Trainees are provided with a Training Record Logbook to detail competencies against each unit of competency requirements for 'on the job' (workplace-based) and 'off the job' tasks (formal training and summative assessment). These documents must remain with the Trainee throughout their training, be kept current and updated at a minimum of three months in accordance with their Training Plan to demonstrate engagement and progression of their learning for each unit of competency. (Refer to Traineeship Training and Administration Procedure.)

2.6.3 These records are retained for six years to support payment claims and be presented to the Queensland Department of Employment, Small Business and Training on request. (Refer to Document and Data Retention Policy.)

3. TRAINER AND ASSESSOR COMPLIANCE

3.1 It is mandatory for Trainers and Assessors conducting training and assessment on behalf of Australis College for national recognition to be:

- Employed or contracted by Australis College, or

- Acting under the auspices of Australis College, e.g. an Assessor working in an organisation with an auspice arrangement with Australis College.

3.2 All Australis College Trainers and Assessors delivering training and determining assessment decisions (or members of an assessment team/panel conducting assessments) are required to meet the Trainer and Assessor Requirements as set out in Clauses 1.13-1.16 and Schedule 1 of the Standards for Registered Training Organisations 2015.

3.3 Trainers and Assessors must also be technically competent in the level of work that is being trained and assessed. The College's Trainers/Assessors must have previously or currently work in the occupation/ field they train and assess and continue to remain current in their knowledge and skills practically (volunteer or work experience/placement) against the performance standards in the Training Package. Examples of acceptable professional development activities which inform industry practice, is outlined in the Maintaining Trainer and Assessor Compliance Procedure.

3.3.1 Australis College policy is for Trainers and Assessors to demonstrate currency every two years, unless feedback provided by industry during Validation activities indicates a longer timeframe is acceptable. In this case, professional development (particularly volunteer/work experience/placement) will need to be updated according to documented industry feedback or a minimum every four years in line with the Training Package update.

3.4 Trainers and Assessors must also remain current with the knowledge and skills required in the VET industry to ensure they are up to date with the methods and tools to effectively train and assess students.

3.5 Trainers and Assessors are required to complete a Trainer and/or Assessor Profile (TAP) and TAP Appendix (TAP-A); provide verified copies of their training and assessor qualification, industry qualifications, and examples of current professional development in VET and industry, to their Head of Faculty. The evidence is recorded for each Trainer and Assessor within the relevant faculty folder.

3.6 In the instance where a Trainer or Assessor is new to the VET industry and has recently obtained their training and assessor qualification or Assessor Skill Set, Australis College recognises the need to support them with regular and ongoing guidance, direction and professional development activities facilitated by their Head of Faculty. Assessment decisions will be moderated by an experienced Trainer and Assessor, who will take responsibility for the assessment decisions until such time the Head of Faculty believes they are fully competent.

4. PRINCIPLES OF ASSESSMENT AND RULES OF EVIDENCE

4.1 Australis College implements the four Principles of Assessment and the four Rules of Evidence to ensure quality outcomes for students enrolling in VET accredited courses. Assessments carried out must be fair, flexible, valid and reliable; and evidence must be valid, sufficient, authentic and current.

4.2 Assessments for nationally recognised training must be undertaken in accordance with the Assessment Conditions specified in the relevant industry or enterprise Training Package. Competency standards are measured against the VET accredited course as per the National Training Register (training.gov.au).

4.3 Assessments are to be marked within five business days of the assessment submission unless directed otherwise by the Head of Faculty, General Manager, Faculties and/or Managing Director. If these timeframes cannot be met, Assessors are to raise this with their Head of Faculty.

4.4 Suggested responses and model answers are written to ensure consistency with the marking criteria and process across individual Trainers/Assessors conducting the assessments.

4.5 During the assessment process:

- Each student will be prepared adequately for the assessment with regular progress updates and relevant and up to date learning material.

- The rules for determining a decision on the assessment is clear and ensures consistency.

- The evidence is uniformly collected and evaluated to create set standards for each Trainer and Assessor.

- Constructive feedback is provided to the student so they understand gaps in their learning and can improve their knowledge.

- Results and assessment feedback is recorded on the appropriate Student Management Systems/Learning Management Systems.

4.6 For a student to be deemed competent, the evidence collected must demonstrate that they can consistently perform relevant tasks in carrying workplace or simulated situations, have the required knowledge on why, how and when it is appropriate to perform the tasks and use this knowledge. The student's tasks must be performed to a level required of the industry and qualification, and be assessed against all the elements of the unit.

4.7   Where a student is deemed as 'Not Competent' under a Queensland Funded program, the Trainer/Assessor must ensure enough evidence is retained to demonstrate that the student did complete all assessment tasks and was provided with further gap training as well as another re-sit, in accordance with the College's Re-assessment policy.

5.   VALIDATION

5.1   Australis College consults with industry experts internally and externally to validate training and assessment strategies, inform the currency of Trainers and Assessors and review training and assessment material for VET qualifications before adding to the College's scope of registration and annually thereafter.

5.2   A validation schedule is maintained by each faculty area to ensure validation of training products is carried out on at least 50% of training products within the first three years of a five year cycle. This includes sampling a range of student assessment submissions to determine that assessment marking and evidence retained meets the Principles of Assessment and Rules of Evidence. (Refer to the Validation Policy.)

5.3   Validation of training products evaluates learning and assessment tools and resources, against the training package requirements, learner cohort, AQF level of the qualification and industry requirements. This ensures the training and assessment tools/resources delivered to students teach them the knowledge, skills and practical tasks required in their chosen industry.

6.   ASSESSMENT CHECKING AND CROSS-MARKING

6.1   In addition to the validation of training products and student assessment submissions, the Head of Faculty facilitates spot checking of assessment completions:

- Prior to a student being granted certification.
- Monthly, or more often at their discretion.
- Or where directed by compliance activities.

6.2   This is to ensure student assessments and answers are completed sufficiently, required evidence including any third party reports, observations and practical assessments are documented in full, authentic (i.e. student's own work, free from plagiarism) and the Assessor has marked according to benchmark answers, obtaining further evidence as necessary.

6.3   Where inconsistencies are found, or the College receives a complaint or appeal on an assessment decision, the Head of Faculty will arrange for the assessment to be moderated (cross-marked) by another vocationally competent Assessor. This process ensures that students are fairly and consistently assessed in accordance with the unit requirements and Training Packaging Rules. (Refer to Training and Assessment Procedure.)

6.4   These quality checking activities may lead to an improvement in the instructions for students and marking guides and/or further training for Assessors.

6.5   In some instances where the student is deemed competent, yet has not met all the assessment criteria, further evidence or assessment may be required prior to certification. This is at the discretion of the Head of Faculty and Executive General Manager/Managing Director.

6.6   It is encouraged that Trainers and Assessors are actively involved in reviewing the assessment tools to identify any areas/suggestions for improvement.

6.7   All adjustments required to assessment methods and decisions must be documented and suggested outcomes actioned accordingly. Adjustments to resources must be appropriately version controlled.

7.   RE-ASSESSMENT

7.1   If a student is deemed 'Not Competent' by the Assessor once all the evidence has been collected and evaluated, the Assessor must provide feedback regarding the assessment outcome or process and offer the student information on the reassessment and appeals process. This information is available in the Complaints, Grievances and Appeals Policy and the Student Handbook. The student can complete the same assessment twice without incurring a fee. If the student is deemed 'not competent' after two attempts, they will be charged the unit enrolment fee amount (subject to change according to the tuition fee schedule.)

7.2   Please note that this policy does not apply to students undertaking courses in aviation where the competency evidence is generated from CASA licensing examination and/or test results. If deemed not competent after the first submission of assessment evidence based on CASA results, the student will be required to pay for the unit re-enrolment cost and re-assessment costs.

7.3   An Assessor may be required to participate in the re-assessment or appeal process (refer to Fees and Refunds Policy, and the Complaints, Grievances and Appeals Policy).

8.   CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING

8.1   All potential students at pre-enrolment are given the opportunity to discuss prior skills, work experience, learning and knowledge that may support their progression into VET qualifications, provided that the learning is applicable to the competency outcomes, the evidence is presented and verified and is still current.

8.2   Australis College has processes in place to assist the student in providing evidence to support competencies currently held (refer to Training and Assessment Procedure).

8.3   Students that hold unit(s) of competency for the qualification they are enrolling into are invited to apply for Credit Transfer (CT). They are required to provide a copy of the Statement of Attainment or transcript to Student Services before their first census date.

8.4   Student Services will verify the document with the issuing RTO. Where this is not possible, the Statement of Attainment or transcript will need to be certified or the original sighted by an Australis College representative. Australis College will not accept certification from non-RTO training providers for CT purposes.

8.5   Student Services will complete a CT Application on the student's behalf and review the application to determine the match and equivalency of competency(s) held. If the match is identical, CT is granted and fees adjusted.

8.6   If the unit is superseded and not equivalent as per the qualification package, the application is to be forwarded to the relevant Head of Faculty to determine if CT can be granted. The student will be advised of the outcome (refer to Training and Assessment Procedure).

8.7   Students that can CT units in their first Unit of Study period and therefore complete earlier than the set date are able to commence their next Unit of Study.

8.8   Where a student has knowledge, skills and experience that may be considered for Recognition of Prior Learning (RPL), the student is emailed the RPL Application Form or a link to an online RPL Eligibility

Application. The student is responsible for completing the application, collecting the evidence to support their application and emailing this to info@australiscollege.edu.au before enrolment.

8.9 A preliminary review of the evidence is conducted to determine if the student has grounds for RPL. Student Services will advise the Course Consultant of possible re-adjustment of fees if the RPL is granted. Course Consultants will provide this quote to the student.

8.10 There are some instances where RPL will not be granted to a unit of competency Australis College has on scope. These include units of competency relating to Work Health and Safety legislation or in some cases where the unit of competency leads to a licensed outcome or is restricted by industry requirements. *E.g. Only 50% of the financial planning diploma under ASIC can be eligible for RPL.*

8.11 RPL is awarded if the evidence supplied meets the requirements of the relevant Training Package, meets workplace and regulatory requirements and evidence is supplied and matched with criteria for each unit of competency in the relevant Training Package.

8.12 Students applying for RPL under a Queensland Funded program (i.e. Certificate 3 Guarantee, Higher Level Skills, User Choice) must undertake a competency interview with an Assessor for each unit of competency and provide at least one recent third-party referral within the past two years. All evidence is validated using Australis College RPL application and unit templates provided.

8.13 When RPL is awarded, all evidence (application and unit templates as well as supporting evidence and benchmark criteria) must be documented in the LMS. Notification of the RPL outcome is emailed to the Student Service team to finalise the enrolment, adjust unit outcomes and confirm the adjustment in tuition fees.

8.14 Australis College assessment processes will ensure that the delivery and outcome of a Credit Transfer or Recognition of Prior Learning application is timely, fair and transparent in accordance with Australis College Access and Equity Policy, the Standards for Registered Training Organisations (RTOs) 2015 and Queensland Pre-qualified Supplier policies.

9. TRANSITIONING OF QUALIFICATIONS/UNITS OF COMPETENCY

9.1 It is the responsibility of Australis College to manage the transition from superseded Training Packages and accredited courses within 12 months of their publication on the National Register; or as informed by the National Regulator so that it delivers only currently endorsed Training Packages or accredited courses.

9.2 When notified by the National Regulator of changes to Training Packages or a unit of competency on scope, Australis College will determine whether the new training product is equivalent to the existing training product. Non-equivalent training products will require Australis College to apply for these products to be added to their scope of registration.

9.3 In the instance where a Training Package, unit of competency* or accredited course is superseded, Australis College will complete the delivery of training and assessment, and issue AQF certification, or transfer students to a replacement qualification within one year of the notification on the National Training Register unless ASQA grant a longer transition timeframe, in which case, the College will follow any direction provided by the National Regulator (refer to Training Product Transitioning Procedure).

* Please note this does not apply to a Training Package that includes a superseded unit of competency.

9.4 In the instance that a Training Package is removed or deleted from the National Training Register, the College will complete the delivery of training and assessment, and issue AQF certification within two years from the removal date.

9.5   Students must not be enrolled into any Training Package that has been removed or deleted from the National Training Register.

10.   RETENTION REQUIREMENTS

10.1   NATIONALLY-DELIVERED QUALIFICATIONS.

The College is required to retain student assessment items including CT and RPL applications/decisions for at least six months after the competency decision was made.

10.1.1   Where it is not possible to save the student's work, an Assessor must record the completed marking guide and criteria material to demonstrate the judgment of the student's performance against the standard required.

10.2   QUEENSLAND FUNDED PROGRAMS.

For students enrolling into a course under a Queensland funding initiative, all correspondence, student participation in training and assessment, assessment documents including the Assessor benchmarks and observation tools must be retained for six years from the end of the term. Video and photographic evidence used to support a competency decision must be verified by demonstrating how it maps to the unit of competency.

11.   COMMUNICATION, TRAINING AND RECORDKEEPING

11.1   *For internal use only* - refer to the Communication, Training and Recordkeeping Procedure.

12.   ABBREVIATIONS

12.1   ASQA –Australian Skills Quality Authority.

12.2   CT – Credit Transfer.

12.3   RPL – Recognition of Prior Learning.

12.4   AQF – Australian Qualifications Framework.

12.5   VET – Vocational Education and Training.

12.6   LMS – Learning Management System.

13.   REFERENCES/SUPPORTING DOCUMENTS/DEFINITIONS

13.1   A list of applicable legislation is detailed within the *legislation tab* in the Quality Management Register.

13.2   **Scope of registration** – courses and qualifications that are registered to Australis College to issue AQF certification as per www.training.gov.au.

13.3   **Moderation** is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

13.4   **Validation** is a quality review process that confirms your RTO's assessment system can consistently produce valid assessment judgements. It involves checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course are being met. It includes reviewing a statistically valid sample and making recommendations for future

improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

13.5 **Transitioning of training products.** Qualifications and Training Packages that have been superseded by a current version.

13.6 **Reasonable Adjustment.** Relates to a measure or action taken by an education provider to assist a learner with a disability (Definition from Disability Discrimination Act 1992).

13.7 **Credit Transfer (CT).** Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. http://www.aqf.edu.au/.

13.8 **Recognition of Prior Learning (RPL).** Assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

13.9 **Training and Assessment Strategies.** Outlines the framework that guides the learning, training and assessment requirements.

13.10 **Training Product.** AQF qualification, skill set, unit of competency, accredited short course or module.

13.11 **Access and Equity.** That learning, training and assessment is conducted in a fair, equitable and safe manner according to relevant legislation.

13.12 **Assessment and Assessment requirements.** The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

13.13 **Competency.** Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

13.14 **Summative.** Summative assessment tends to occur at the end of a unit or module to determine whether the student has satisfied the requirements specified within the learning outcomes/units of competency. It is therefore used to certify or recognise candidate achievement against the unit of competency.

13.15 **Formative.** Formative assessment produces evidence that is concerned with how and where improvements in learning and competency acquisition are required. Formative assessment takes place at regular intervals before and during training with progressive feedback to improve competency.

13.16 **Continuous Improvement.** Ongoing process to systematically review and improve learning and assessment methods at Australis College.

13.17 **Industry Engagement.** Consultation with the bodies that have a stake in RTO training, assessment and client services. Includes industry skills councils, industry organisations, industry advisory bodies, unions, specific enterprise and licensing bodies.

13.18 **Principles of Assessment.**

- **Fairness.** The individual learner needs are considered in the assessment process.
  - Where appropriate, reasonable adjustments are applied by the RTO to take into account the learners needs.

- The RTO informs the learner about the assessment process and provides the learner 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 demonstrate that a learner could demonstrate these skills and knowledge in other similar situations; and

  - Judgement of competency 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.

13.19 **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 judgement 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 of very recent past.

13.20 **Trainers/Assessors** at the College must hold a TAE40110 Certificate IV in Training in Assessment (or its successor)/diploma or higher level qualification in adult education or TAESS00001 Assessor Skill Set (or its successor).

  13.20.1 **Experienced Trainers/Assessors** have worked as a Trainer/Assessor for six or more months at Australis College.

  13.20.2 **Inexperienced Trainer/Assessor** have worked for less than six months at the College.

13.21 Schedule 1 of the [Standards for Registered Training Organisations 2015](link). Trainers and Assessors must hold one of the following:

- **Prior to 31 March 2019**

  - TAE40110 Certificate IV in Training in Assessment.

- Diploma or Higher in adult education.

- Assessment only - TAEASS00001 Assessor Skill set.

- **From 1st April 2019**

  - TAE40116 or its successor.

  - The TAE40110 plus units of competency TAELLN401A/TAELLN411 and TAEASS502A/ TAEASS502B/TAEASS502.

  - A Diploma or higher in adult education.

  - Assessment only – TAESS00011 or TAESS00001 Assessor Skill Set and TAEASS502/TAEASS502A/ TAESS502B.

13.22   Student Handbook australiscollege.edu.au/students.

13.23   National Register training.gov.au.

13.24   Training and Assessment Procedure.

13.25   Training Product Transitioning Procedure.

13.26   Trainers and/or Assessors Profile (TAP).

13.27   TAP Appendix (TAP-A).

13.28   Complaints, Grievances & Appeals Policy.

13.29   Complaints, Grievances and Appeals Procedure.

13.30   Continuous Improvement Policy.

13.31   Access and Equity Policy.

13.32   Student Code of Conduct Policy.

13.33   Student Code of Conduct Procedure.

13.34   Validation Policy.

13.35   Validation Procedure.

13.36   Training Product Development Procedure.

13.37   Maintaining Trainer and Assessor Compliance Procedure.

13.38   Student Engagement and Follow-Up Procedure.

13.39   QLD Funded Training Plan.

13.40   SRTO Training Plan.

13.41   SRTO Training Record.

13.42   QLD Funded Training Participation Log Book.

13.43   RPL Application.

13.44   RPL Unit of Competency Template.

APPROVAL AND AUTHORISATION

Completion of the following signature blocks signifies who is responsible for the creation, implementation, review and approval of this policy.

	Name	Job title	Date
Prepared by	Sharleen Ejlertsen	Quality Officer	15/12/2014
Owned by	Byron Gray	General Manager of Faculties	16/01/2017
Approved by	Andrew Hetherington	Managing Director	15/12/2014

SUMMARY OF REVISIONS

Australis College is committed to maintaining systematic control over its documentation. This includes the accurate recording of amendments and versions of documents through the Quality Management Register.

This policy document will be reviewed two (2) years from its effective date or sooner as required.

Effective Date	Name	Job Title	Version Number
15/12/2014	Sharleen Ejlertsen	Quality Officer	1.0
27/04/2015	Sharleen Ejlertsen	Quality Officer	2.0
03/06/2015	Sharleen Ejlertsen	Quality Officer	2.1
28/09/2015	Sharleen Ejlertsen	Quality Officer	3.0
12/04/2016	Sharleen Ejlertsen	Quality Officer	3.1
04/05/2016	Sharleen Ejlertsen	Quality Officer	3.2
02/02/2017	Sharleen Ejlertsen	Quality Officer	4.0
18/09/2017	Sharleen Ejlertsen	Quality Officer	5.0
16/08/2018	Sharleen Ejlertsen	Quality Officer	6.0