VOLUME OF LEARNING POLICY

INTRODUCTION

The Australian Qualifications Framework (AQF) recognises JMD Business Institute trading as State Institute of Training (SIT) as 'authorised issuing organisation', is able to issue AQF qualifications and statements of attainment to learners who have satisfied the relevant competency requirements. SIT is required to comply with the requirements of the AQF, including the volume of learning. The AQF has full effect from 1 January 2015.

POLICY

- State Institute of Training is required to develop and implement approaches—including by providing access to suitable resources, facilities and trainers—that ensure learners gain all relevant skills and knowledge.
- The AQF provides a guide to the volume of learning (see table below), which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge. The volume of learning includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.
- The amount of training provided by SIT is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning. SIT is required to comply with the AQF in applying the volume of learning to all courses on its scope of registration. SIT must therefore develop and implement strategies for training and assessment that are consistent with the AQF.
- SIT will provide equitable access to all required educational and support services, so that no learner is disadvantaged regardless of their mode of study or location.
- SIT will provide learners with access to necessary resources, either by owning, leasing, or renting these resources, or by arranging for resources to be accessible to the learners in another way.
- Training packages and VET accredited courses describe the requirements for assessment of learners, including any specific environments or equipment that must be used.
- SIT's Assessment methods will ensure that only properly skilled learners are determined as competent. When conducting assessment, SIT Assessors adhere to all requirements such as the context of assessment and essential resources, as described in the unit or module.
- SIT will ensure that when using 'simulated' workplace environments, they fully replicate the resources, environment and any time and productivity pressures that exist in the actual workplace.
- SIT will ensure the development and use of simulated environments is informed by consultation with industry stakeholders to ensure relevance to real workplaces.
- SIT will, at all times, have all resources available to deliver every training product on your its scope of registration. These resources must comply with any specific requirements in the training package or accredited course. The training and assessment strategies will include guidance on the level of resources needed per learner or per group.

- Different strategies will be developed for different delivery models or target groups.
- The training and assessment strategy is not 'static'. It will be regularly updated to take into account changes in industry technology and techniques, legislation, and the training package itself, as well as the availability of resources within SIT.

Australian Qualifications Framework volume of learning indicators*							
Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years	0.5 – 1 year	1 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 2400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours	600 – 1200 hours	1200 – 2400 hours

Hours above are sourced from the AQF 'Volume of Learning: An Explanation'

1. Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.
2. Certificate IV qualifications are often either:

- shorter duration specialist qualifications that build on existing skills and knowledge
- longer duration qualifications that are designed as entry level requirements for specific work roles.

* These indicators are considered to be a starting point only and many factors can affect the amount of training required.

SHORTER COURSE DURATION

- If a course is structured so as to be completed in a shorter time period than that described in the AQF, SIT will clearly describe, using a rationale based on the previous skills and knowledge and the needs of learners, how a specific learner cohort:
  - o has the characteristics to achieve the required rigour and depth of training
  - o can meet all of the competency requirements in a shorter timeframe.
- SIT's description must take into account the need to allow learners to reflect on and absorb the knowledge, to practise the skills in different contexts and to learn to apply the skills and knowledge in the varied environments that the 'real world' offers before being assessed.
- A shorter course may be acceptable if, for example, the learner cohort comprises experienced workers who already have most of the required skills and knowledge. Because these learners have previous relevant experience, it may be appropriate to deliver the program over a shorter period. Assessment requirements must still be met in such programs, although some assessment may be undertaken by recognising existing skills and knowledge.

- In some cases where learners have been employed long-term in an industry, their range of skills and knowledge may be very narrow. They may not have the capacity to fully demonstrate these in a broader context or in different environments.

LONGER COURSE DURATION

Where the learner cohort consists of new entrants or inexperienced workers, before assessment SIT must give them the opportunity to fully absorb the required knowledge, and to develop skills over time in the different contexts they would experience in the workplace. This may require a longer timeframe than for those learners with significant industry experience.