



Student Training Policy

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1. Purpose

Orange College (OC) ensures that the delivery of its Training and Assessment services follows the requirements set out in the Standards for Registered Training Organisations 2025 (SRTOs 2025), the VET Quality Framework (VQF), the Australian Qualifications Framework (AQF), and the requirements of each nationally recognised training product.

In addition, as a CRICOS-registered provider, OC complies with the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) to meet the specific needs of international students.

This policy ensures that the delivery of OC's training services:

- Supports VET students in attaining nationally recognised competencies that are relevant to the industry
- Aligns all training strategies with the Volume of Learning and Amount of Training expectations under the AQF
- Maintains compliance with the SRTOs 2025 and National Code 2018 across all student support, workforce, governance, delivery, and continuous improvement functions
- Promotes an inclusive, learner-centred environment that ensures equitable access, recognition of prior learning, and appropriate support for diverse learners
- Complies with all provider obligations under the National Code 2018 relating to academic integrity, support, engagement, and progression for international or overseas students
- Facilitates industry engagement and ensures that training reflects current workplace practices, technology, and expectations

2. Scope and responsibilities

This policy covers the design and delivery of OC's training strategies and practices and applies to all nationally recognised qualifications, accredited courses, skill sets, and units of competency delivered by OC under its scope of registration.

It is applicable to all OC staff involved in training and assessment and to all VET students.

In order to efficiently implement this policy, the College's stakeholders each have their own responsibilities:

- The Chief Executive Officer and the Compliance Manager are responsible for the overall policy approval, compliance with the SRTOs 2025, systems oversight, and reviews
- The Training Operations Manager is responsible for ensuring implementation of this training policy and all related policies
- OC's Trainers and Assessors are responsible for conducting training and assessment as per the Student Training Policy and Student Assessment Policy, maintaining industry and VET currency
- The Admissions and Student Support Teams are responsible for providing accurate pre-enrolment information, student support, and wellbeing needs
- Students are expected to provide the necessary documentation and engage actively in learning and assessment activities

3. Definitions

Volume of Learning: are the number of hours or weeks prescribed to achieve competency per AQF level

Amount of Training: is the structured learning time provided by a registered training organisation (RTO) for students to learn. This excludes unsupervised study.

Recognition of Prior Learning (RPL): A formal assessment process used to evaluate a student's existing skills, knowledge, and experience gained through formal, non-formal, or informal learning to determine if they meet the requirements of a unit or qualification

Credit Transfer (CT): is a formal recognition of equivalent units awarded to a student by another RTO

Guided Online Learning and Training (GOLT): are structured online training sessions

Training and Assessment Strategy (TAS): A structured plan that outlines how a training product will be delivered and assessed by the RTO. The TAS details the delivery modes, sequence of units, assessment methods, resources, industry engagement, trainer/assessor requirements, and support strategies to ensure compliance with the Standards for RTOs and the achievement of the qualification outcomes

4. Policy

OC is committed to creating a training and assessment environment where every student can succeed. The following sections explain how we design and deliver training that is engaging, flexible, and relevant to real industry needs. These practices are based on the SRTOs 2025 and the National Code 2018.

The succeeding sections explain how we design and deliver training that is practical, flexible, and aligned with real-world job expectations.

5. Training Design and Delivery

5.1 Volume of Learning

The AQF provides a guide to the Volume of Learning which describes how long a student 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.

Volume of Learning refers to the notional duration (in full-time years) of all activities, including teaching, learning and assessment, that a typical student must undertake to achieve a certain learning outcome.

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 OC is part of the overall Volume of Learning and relates primarily to formal activities including classes and other activities, as well as Workplace Learning or Vocational Placement (if required).

OC complies with the AQF in applying the Volume of Learning requirements to its courses. OC will therefore develop and implement strategies for training and assessment that are consistent with the AQF.

The following AQF table is to be used as a guide in preparing the Volume of Learning expectations in each OC TAS.

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

If a course is structured so as to be completed in a shorter time period than that described in the AQF, OC will clearly describe in the Training and Assessment Strategy (TAS), using a rationale based on the previous skills, knowledge and the needs of Students, how a specific student cohort:

- has the characteristics to achieve the required rigour and depth of training, and
- can meet all of the competency requirements in a shorter timeframe.

The description will take into account the need to allow students to reflect on and absorb the knowledge, to practice 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.

5.2 Training and Learning Model

OC follows a Blended Training and Learning Model that provides ultimate flexibility, inclusivity, and real-world relevance for all students. This model integrates classroom-based delivery (face-to-face) and Guided Online Learning and Training (GOLT) through the College's learning management system (LMS).

Students benefit from both structured on-campus experiences and the convenience of accessing learning materials, assessments, and support resources online. The blend of learning modes allows students to progress at their own pace, develop independent learning skills, and prepare for digital workplace environments.

5.3 Blended Learning Delivery Breakdown

OC's training combines 70% classroom-based delivery (face-to-face) with 30% Guided Online Learning and Training (GOLT), in its Training and Learning Model. Students can, in part, control the time, pace, and place of their learning, whilst, still meeting the requirements of face-to-face lectures, tutorials and desired learning outcomes. Students are required to attend 14 hours per week Face to Face Classroom Based study and 6 hours per week utilising Guided Online Learning.

The Standard 11 of the National Code 2018 allows Registered Providers to deliver up to one-third of the units (or equivalent) of a VET course through online or distance learning. Therefore, OC CRICOS students can undertake no more than 30% of each qualification via these delivery methods and under no circumstances, entirely online in any study period.

Due to the requirement under the same standard, students must attend 20 scheduled course contact hours a week. This means that students must attend 14 classroom hours a week and may spend the remaining 6 hours studying by distance or online. OC ensures this delivery model complies with the SRTOs 2025 and Training Package requirements, as well as the target skills, knowledge and experience. In addition, OC ensures they have appropriate and adequate resources to support distance or online delivery of these units in full.

Approaches to blended learning will vary by course and cohort. In the case of Domestic/Online Students, the percentage of learning can be 100% online.

5.4 Learning Design

OC's blended learning model is guided by:

- Strategic use of technology to support, not replace face-to-face interaction
- Flexibility in how, when, and where students engage with learning resources
- Equitable access to content, especially for students balancing study, work, and personal responsibilities

The College also has structured Supervised Support Sessions and Academic Progress Coach integrated throughout the course. These face-to-face sessions help assist students in their course progress.

All lessons are structured via Session Plans uploaded in the LMS. These plans define learning outcomes, tasks, and assessment requirements. Sessions included in the Session Plan are:

- Introduction Session (first session on the very first day of the unit) which covers welcome note, briefing on Assessment Policy and allowing time to go through general instructions
- Let's Learn Session which covers lecturing as per the session plan
- Facilitation session which covers discussion based on GOLT activities and assessments
- Hands on Assessment Session which covers Summative Assessments, introduction of task and guidance and Presentations/Role-Plays.
- Feedback/Evaluation Session which covers solving problems of Students who find difficulty in doing assessments and reviewing the tasks to provide feedback
- Employability Skills Session which covers employability skill enhancement exercises e.g. group discussions, games, presentations, role plays etc.

5.5 Flipped Learning Approach

Flipped Learning is a technique used in OC blended learning model that transforms the learning experience for both trainers and students, freeing up classroom time to focus on 'doing' rather than reading or listening. In addition, it allows students to reduce their on-campus hours, transferring some of their study online. This has been found to be particularly helpful for those Students juggling both study and work commitments.

Traditional learning style in classrooms is 'flipped' by offering an online learning program alongside the classroom experience via LMS. Students do what would traditionally be known as 'homework' before class, with online readings and tutorials to give them a beforehand understanding of the concepts prior to classroom. This frees up classroom time to become a place where Students explore the content and engage in discussions with their Trainers and fellow students.

Classroom time is then used for:

- Collaborative activities
- Practical application
- Discussions with trainers
- Solving real-world problems

This approach allows students to reduce time on passive learning and maximise class time for engagement and applied learning,

5.6. Class/Formative Activities

OC incorporates formative learning activities as part of its Blended Learning model. Trainers deliver structured instructional content through online platforms such as OC's LMS, where students may be directed to access resources including videos, readings, external links, PDFs, or engage in individual or group-based tasks. These may involve answering questions, participating in discussions, completing quizzes, and other collaborative learning activities.

All formative, classroom-based, and online activities are designed to build foundational understanding of concepts that students will later demonstrate through formal assessments. In-class sessions are used to deepen comprehension of content introduced online or through face-to-face instruction.

Online activities serve to introduce or extend understanding of unit content, supporting students before, during, or after scheduled classes.

Activities such as presentations, role plays, study tours or excursions, skills development tasks, and time and event management tasks are embedded to strengthen employability skills, an essential component of competency-based training.

Simulated or realistic workplace environments are embedded in each unit, providing students with contextualised learning opportunities. Session Plans provide further details on these learning environments.

Examples of simulated workplace learning/assessment activities include, but are not limited to:

- Case studies
- Interviews
- Observations
- Presentations
- Role plays

6. Course Delivery

6.1 Duration of Training and Cohort Considerations

OC delivers courses with a structured learning and assessment pathway which provides adequate opportunities for students to acquire and apply all of the required knowledge and skills prior to their assessment. This ensures:

- 1) The duration of training enables students to attain competencies aligned with the relevant qualification.
- 2) The training meets AQF expectations for Volume of Learning and is adapted appropriately for the student cohort.

The AQF Volume of Learning Table is a guide in preparing the duration for each qualification. Courses may be delivered in a shorter period, and be acceptable if, for example, the student cohort is comprised of experienced workers who have already completed units of qualification via Credit Transfer (CT) or have most of the required skills and knowledge acquired through Recognition of Prior Learning (RPL). Due to these students having previous relevant experience, it may be appropriate to deliver the program over a shorter period of duration.

Assessment requirements will still be met in such programs, although some assessment may be undertaken by recognising existing skills and knowledge (CT or RPL). OC understands that in some cases where students have been employed long-term in an industry, their range of skills and knowledge may be very narrow, therefore they may not have the capacity to fully demonstrate these in a broader context or in different environments.

Where the student cohort consists of new entrants or inexperienced workers, prior to any assessment, OC will 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 Students with significant industry experience.

For further information on RPL and CT, you may access the following documents:

- [RPL Policy](#)
- [Credit Transfer Policy](#)

6.2 Bring Your Own Device (BYOD) Policy

OC is committed to support student learning experiences within a blended learning environment. OC Classrooms are reliant on technology and devices to support this training methodology. The [BYOD Policy](#) outlines the rights and responsibilities of students to bring, use, and connect their own devices to OC Networks for course and assessment work.

To support the OC Training Delivery Model of 30% Guided Online Learning and Training (GOLT), students must have access to reliable Internet outside of OC.

Students are advised to bring their own laptops. Students are made aware that they are going to be responsible for their belongings. OC will not be held responsible if any property is lost or misplaced.

During class student laptops must be used to complete unit related research work /assessment only. Internet must be used as per the OC ICT Policy.

Students are made aware of the [Academic Misconduct and Plagiarism Policy](#). Direct copy of any information is not allowed. The students need to reframe it. Students are required to go through the Academic Misconduct and Plagiarism Policy.

7. Resource Requirements

OC will develop and implement learning approaches that ensure students gain all relevant skills and knowledge required. These approaches are outlined in the Training and Assessment Strategies (TAS) and include providing access to suitable resources, facilities and appropriately qualified Trainers and Assessors.

Where possible, OC has access to and provides equitable access to all required educational and support services. Some students who do not have internet access will not be able to undertake the training offered. OC will make such limitations regarding access to these resources clear in the pre-enrolment information so clients and students can make an informed choice about which course of study best meets their needs.

In the case of Vocational Placement - Workplace Delivery, many of the required resources may be readily available; however, some workplaces will not have access to all required resources. Where such requirements are identified, OC will ensure such information is identified in the pre-enrolment information.

When conducting assessment, OC will adhere to all requirements such as the context of assessment and essential resources, as described in the unit of competency. OC will have all the resources available to deliver every training product on its scope of OC registration irrespective of whether OC is currently delivering it or not. OC will ensure that the resources will comply with the specific requirements in the Training Package.

The quantity of resources available is suitable to the planned volume of students. OC makes available:

- 1) A learning management system (LMS) to share resources
- 2) Physical resources, tools, and equipment
- 3) Resource Chart/Staff Library for respective course/s

Trainers are encouraged to record their lectures to enhance the learning resources. The above resources are not limited to other accessible material available on campus, library (campus & public) or online.

8. Course Commencement

On the commencement day of any student's VET course training, OC ensures that each student:

- Has attended the Induction/Orientation Session and is enrolled into their LMS. The LMS is generally setup by the administrator of the training support team.
- Has access to their OC email and is instructed to use the same as the medium for all communications..
- Is advised to check their OC emails on a daily basis to ensure they have read all the important messages
- Is advised to go through the LMS Support Unit before the commencement of their training and assessment for the unit.

- Is instructed use phone/SMS to convey messages only for an emergency.
- Knows about the course progress and timely submission of satisfactorily completed assessment tasks for each unit requirements
- Is made aware of the [Completion within expected course duration and Monitoring Course Progress Policy and Procedure](#) and the [BYOD Policy](#).

9. Assessment Process

The assessment process will include gathering of evidence to demonstrate the students' competence. Students will be advised of the assessment requirements at the beginning of the unit through the "Introduction" of each unit, available in the LMS. All information will be made available in the LMS.

For a comprehensive understanding of assessment rights, responsibilities, procedures and outcomes, students are strongly encouraged to refer to the [Student Assessment Policy](#).

First Day of Unit/Assessment Task

On the first day of Unit/Assessment the Student will be:

- Instructed to access their LMS for the unit and to read and follow the general instructions and Session Plans to complete their learning and assessment work for the unit.
- Informed that they will have only two attempts of task submission at no cost to them. 2nd attempt is available only on Compassionate and Compelling circumstances.
- Informed that first chance requires them to submit each task as per the due date, mentioned for each task in the LMS. To avail the second chance based on Compassionate and Compelling circumstances, they must present evidence to their Trainer.
- Required to start each task of the course unit as per the due dates provided in LMS.
- Spend 6 hrs, per week to complete their GOLT activities, as part of their 30% online learning component. In addition to the timely submission of successfully completion assessment tasks, this is mandatory for a student to be marked as competent.
- Allocated group/individual time slot for smooth running of the practical assessment such as role play, observation and presentation etc.
- Advised regarding the due dates of assessments via LMS as well in person via teaching sessions.

First Day of Each Week

- Each week on the first day of the course/ unit/assessment commencement, students should be informed regarding the assessment submission date. They should submit their assignment tasks within the given timeframe.
- The students should attend the classes on all scheduled days, as per their Timetable, each week.
- For VET courses, attendance is marked however, Students are monitored only for their Course Progress.

10. Workshop and PPE Requirements:

OC has well-established workshops for all the trade students where they undertake their practical in a simulated workplace environment.

Students have access to all the tools and equipment in workshop. However, it is their own responsibility to use and return the tools safely after finishing the practical class. They must take reasonable care to ensure their own safety and health whilst attending their practical/simulated practical activities.

Students are required to follow all safe work procedures and report to their workshop supervisor (OC staff/trainer/assessor) or an OC representative of any hazard/ faulty or broken equipment. They are required to read, understand and adhere to all the information contained within the Orange College Workshop Manual.

Students must have and wear their own appropriate PPE gear at all-time i.e. in class, workshop/site visit/excursion/placement which may include amongst other,

- Safety Glasses (AS1337)
- Safety Boots (AS2210, steel toe cap)
- Combination Overalls
- Suitable work pants (denim and tracksuit pants are not permitted)
- Hi-Vis long sleeve shirt (must meet AS/NZS 4602.1:2011 High-Visibility Safety Garments for Day use only and rated UPF 50+. AS/NZS 4399: 1999 Sun Protective Clothing - Evaluation and Classification) provided by the college with its logo branded on it.
- Hearing Protection (AS1270, earmuffs/ear plugs)
- Sun protection equipment
- Work gloves (must comply with standard EN 388:3131 and meet Risk Category II: Gloves of Intermediate Design for Intermediate Risk, cleaning gloves are not permitted)
- Safety/hard Helmet
- Hair Restraint (long hair needs to be restrained)

Please note that students found in the workshop/simulated practical activity without the above-mentioned PPE gear might be subjected to one of the following:

- The student will be sent to the front reception to purchase the missing PPE gear if available or purchase from the nearby stores
- The student may go home to retrieve their PPE gear but they will miss class/training time during that period.
- Make-up classes will be arranged at an additional cost if student is unable to be in the proper PPE at the time of practical assessment in workshop.

Trainers must also have and wear their own appropriate PPE gear at all-times i.e. in class, workshop/site visit/excursion.

11. Vocational Placement:

Vocational Placement is any structured workplace learning that is part of a Written Agreement between OC and an Employer/Organisation and includes work observation, work experience and other forms of workplace learning.

Vocational Placement will be required as part of a course where it is identified as necessary by OC while designing the course structure. It is often guided by referring to training package and industry consultation.

For further information, please refer to the [Vocational Placement/Work Based Training Policy and Procedure](#).

12. LLND Support Sessions:

Based on a students performance during their classes and through Trainer's observations, the student will be asked to fill out the LLND support form and hand in at the reception in order to make the necessary arrangements to support the student within the identified areas of development.

OC will provide students with access to necessary LLN support via organising special support sessions for the students conducted by qualified staff (internal/external).

13. Attendance

- All attendance must be marked by Trainers using the Student Management System (SMS).
- Attendance must be marked at the following time:

Session:	Attendance marked at:	Attendance updated at: (if applicable for late arrivals)
Morning session (8.30am - 12.15pm)	8.30am - 9.00am	11.30pm - 12.00pm
Afternoon session (12.45pm - 4.30pm)	12.45pm - 1.15pm	3.30pm - 4.00pm
Evening session (5.00pm - 8.30pm)	5.00pm - 5.30pm	8pm - 8.30pm

Disclaimer: This policy is for international students ONLY.