

Industry Input Policy and Procedure

PURPOSE

Policy #1.05

The purpose of this policy and procedure is to specify the ways that the Academy of Film, Theatre and Television (AFTT) will meet its obligations under clauses 1.5 and 1.6 of the Standards for Registered Training Organisations (RTOs) 2015.

Standards for Registered Training Organisations (RTOs) 2015

- 1.5. *The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement*
- 1.6. *The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:*
 - a) *its training and assessment strategies, practices and resources; and*
 - b) *the current industry skills of its trainers and assessors.*

POLICY

The Training and Assessment Committee (AFTT TAC) which includes industry members, has a primary role in the identification, development and maintenance of industry engagement strategies and opportunities for AFTT.

In conjunction with the Chief Executive Officer (CEO), the AFTT TAC will ensure that AFTT:

- involves industry parties in the preparation and approval of all AFTT Training and Assessment Strategies (TAS) for all qualifications on, or sought, for the AFTT scope of registration;
- actively engages industry parties to inform the development of the training and assessment practices for all training products;
- engages industry in all assessment validation processes of AFTT;
- collects, retains and acts upon information from its engagement activities with industry;
- training and assessment and other relevant Team Members undertake professional development on matters of Industry engagement; and
- adopts other industry engagement strategies that best suit the goals and aspirations of AFTT.

DEFINITIONS

In this policy:

Current industry skills are the knowledge, skills and experience required by Vocational Education and Training (VET) trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- having knowledge of and/or experience using the latest techniques and processes;*
- possessing a high level of product knowledge;*
- understanding and knowledge of legislation relevant to the industry and to employment and workplaces;*
- being customer/client-oriented;*
- possessing formal industry and training qualifications; and*
- training content that reflects current industry practice*

Industry means the bodies that have a stake in the services provided by RTOs.

These can include, but are not limited to:

- enterprise/industry clients, e.g. employers;*
- group training organisations;*
- industry organisations;*
- industry regulators;*
- industry skills councils or similar bodies;*
- industry training advisory bodies;*
- unions;*

AFTT's Course Directors, and

AFTT's Academic Team members – Trainer/Assessors and Production Team members

Industry Engagement, may include, but is not limited to, strategies such as:

- partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;*
- involving employer nominees in industry advisory committees and/or reference groups;*
- embedding Team Members within enterprises;*
- networking in an ongoing way with industry networks, peak bodies and/or employers;*

developing networks of relevant employers and industry representatives to participate in assessment validation; and exchanging knowledge, Team Members, and/or resources with employers, networks and industry bodies

Production Team member = Industry Expert. The role of the Production Team member with the AFTT Academic Team is to advise and engage with the student from an Industry perspective.

The Production Team member reflects on their opinion that the student has; met set deadlines, behaved and conducted themselves in a professional manner, heeded and responded to feedback, presented and discussed their work in a considered and conscientious way, respected the views of fellow production team members* and displayed awareness of safe creative practice.

A Production Team member may also be referred to as consultant, mentor, tutor or lecturer.

*other than industry professionals, other production team members can include, but are not limited to, ensemble or crew. Production Team members may also be referred to as third party members.

Professional Development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:

- participation in courses, workshops, seminars, conferences, or formal learning programs;
- participation in mentoring, professional associations or other learning networks;
- personal development through individual research or reading of publications or other relevant information;
- participation in moderation or validation activities; and
- participation in industry release schemes

Training and Assessment Committee The Training and Assessment Committee (TAC) comprises senior AFTT Team Members, independent chair, and two (2) industry members from the industries reflected by the qualifications offered by AFTT. The AFTT TAC is established under the authority of the CEO. The AFTT TAC has a primary role in the identification, development and maintenance of industry engagement strategies and opportunities for AFTT.

The AFTT TAC is empowered to directly advise the CEO on all matters relating to, and affecting, the quality of vocational education programs offered by AFTT, including any new or emerging issues that may arise

Training and Assessment Strategies and Practices are the approach of, and method adopted by an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course

Training Package means the components of a training package endorsed by the industry and skills council or its delegate in accordance with the Standards for Training Packages.

The endorsed components of a Training Package are:

units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation

Training Product means Australian Qualifications Framework (AQF) qualification, skill set, unit of competency, accredited short course and module

Unit of Competency means the specification of the standards of performance required in the workplace as defined in a training package

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessment/s and making recommendations for future improvements to the assessment tool, process and/or outcome/s and acting upon such recommendations

PROCEDURE

3.1 Communication, networking and participation with industry parties

The CEO, Campus Manager and other AFTT Team Members engage in constant and continuous communication, networking and participation with industry parties. The information from such engagement is conveyed into AFTT operations via management, Team Members and AFTT TAC meetings, which is used then to inform all strategic and business operations of AFTT, and in particular the development of training and assessment strategies.

3.2 Training and assessment strategies

Training and assessment strategies are developed by the Course Directors at AFTT based on strategic directions from the executive management team and after consideration of various industry reports &/or meetings on skills needs, communications with employers and other industry parties, feedback from students and consideration of the student cohort.

All training and assessment strategies are maintained by the Course Director - who indicates initial approval.

At this stage the training and assessment strategies are forwarded to selected industry personnel who have a stake in the training and assessment of AFTT and are appropriate to make a comment – e.g. employer of students, industry skills council, and qualified individual practising in the area or likely to employ students. The status and standing of such individuals and bodies is verified by AFTT.

The Industry parties are asked to comment on a range of issues including facilities, resources, training and assessment strategies, structure of the qualification and the appropriateness of the assessment methodologies. This information is captured using an industry input report. This report is signed and dated by both parties.

The Course Director considers the information in the report and makes recommendations for action to be undertaken or a reason why no action is possible or warranted.

A summary of the industry engagement activities and action taken is included in the relevant training and assessment strategy.

At this stage, the TAS is submitted to the AFTT TAC for further consideration and endorsement.

If the AFTT TAC does not endorse the TAS then reasons for non endorsement are given and appropriate action is undertaken by the Course Director or Head of Student Services & Admin prior to the next meeting of the AFTT TAC.

Once endorsed by the AFTT TAC, assessments for all units of competency are developed consistent with the requirements of the relevant Training Package and the Standards for Registered Training Organisations 2017.

3.3 Validation

Assessments for each industry focus area are validated prior to their initial use and at subsequent times post use according to the validation schedule of AFTT.

The validation panels of AFTT are always consistent with the requirement of the Standards for Registered Training Organisations 2017 and will always include at least one (1) industry member.

This membership is a significant component of the industry engagement strategies of AFTT to ensure that all assessment practices are consistent with current industry practices.

3.4 Changes to Assessment Requirements

Any proposal by the Course Director to substantially alter the assessment requirements of a project, subject or unit of competency must be made prior to the next scheduled offering of the qualification.

The Campus Manager has the authority to approve any re-development work and ensure that appropriate validation occurs.

If substantial alterations are proposed to the assessment requirements for more than three (3) units of any qualification, the approval for re-development must be given by the AFTT TAC.

Following the validation of the new assessments, the Course Director has authority to implement the changes.

3.5 Production Teams

Within AFTT, the use of production teams is a significant component of its commitment to industry engagement and industry input.

Where possible, all qualifications are structured around students completing industry-based production projects. Each project or subject is designed to offer an immersive industry experience requiring students work in small collaborative production teams to bring about the desired project outcomes. In this way, the AFTT operates like a working professional community.

These 'production projects' form the basis of both learning and assessment against the specified units of competency. In each semester (Tier), the specified units are assessed holistically, which means that each of the assigned production projects relates simultaneously to a number of units. This importantly means students need to satisfactorily complete all production projects to successfully complete each and every unit.

An integral part of the holistic learning and assessment approach is the embedding of practicing industry professionals engaged by AFTT into production teams.

For each production project students are assigned a Production Team comprising both practicing industry professionals and fellow students.

A typical production team for film students will include a Scriptwriter, Director, Producer, Editor & Sound Designer. A typical production team for acting and/or stage management students will include a Director, Voice/singing expert, Stage Manager and choreographer.

Students are required in a structured, scheduled and formal way, to "consult" with the practicing industry professionals in their production team.

The practicing industry professionals in the production team are not trainers or assessors as they make no judgement as to whether a student's work meets the requirements of the unit of competency. The role of the practicing industry professional is to guide students with industry knowledge, collaboration, team building and professionalism.

In fulfilling this role, the practicing industry professionals act as critical work colleagues who provide independent feedback focused on expected industry standards and protocols. This feedback by way of "consult" reports is used by the trainer/assessor as part of the evidence to support a student's competence.

3.6 Workbased training

Where an employer contributes to the training and assessment of a student, their contribution is documented in the TAS . When training occurs in the workplace, all assessments are validated prior to use in the workplace by a validation panel that includes a relevant member of the workplace. This will ensure that all assessments meet the requirements of the training package as well as meeting the specific requirements of the workplace.

3.7 Employer Satisfaction feedback

AFTT regularly touches base with employers and conducts annual quality indicator employer satisfaction surveys to determine their levels of satisfaction, needs and degree to which AFTT meets their requirements.

Any identified areas for improvement in AFTT's assessment and other practices are forwarded to the CEO by the Campus Manager or Course Directors and where appropriate considered by the AFTT TAC.

Many graduates work as contractors or on stand alone projects, or are self-employed, so an integral part of AFTT's engagement with industry is the embedding of practicing industry professionals into the overall production based learning and assessment strategy. Industry engagement has been sought throughout the development and continuous improvement of our courses in order to define and meet the specific needs in the contemporary creative arts industry.

3.8 Training and Assessment Team Members

On an annual basis and prior to employment, the skills matrices, CVs and other relevant documents are reviewed by the AFTT TAC for all trainers and assessors. This is to ensure that AFTT has sufficient evidence to be confident that all Team Members have relevant current industry skills for the units that each Team Members member delivers and assesses.

3.9 Graduate Performance

AFTT has a practice of engaging an independent working Performance Director to direct the 6-monthly student graduation play/s. In this way, both students and Team Members are exposed to and benefit from current industry practices and protocols.

3.10 Summary of Industry Engagement activities

A standing item on the agenda of the AFTT TAC is a summary of industry engagement activities that have been undertaken by AFTT Team Members since the previous AFTT TAC meeting.