# Industry Input

## Policy & Procedure

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# 1. PURPOSE

The purpose of this policy and procedure is to specify the ways that the Academy of Film, Theatre and Television (AFTT), ensures its training and assessment are industry-relevant by engaging with industry and using the outcomes to inform its strategies, practices, resources, and the skills of its trainers and assessors.

# 2. DEFINITIONS

All definitions are located in the *VET Glossary*.

# 3. POLICY

The Quality Education and Risk Committee (QERC), 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 QERC 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 activites with industry;
- training and assessment and other relevant Team Members undertake professional development on matters of Industry engagement; and
- adopts other industry engagment strategies that best suit the goals and aspirations of AFTT.

# 4. PROCEDURE

### 4.1 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 QERC meetings, which is used then to inform all strategic and business operations of AFTT, and in particular the development of training and assessment strategies.

### 4.2 Training and Assessment strategies (TAS)

Training and assessment strategies are developed by the Head of Departments 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 Head of Department - 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 Head of Department 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 activites and action taken is included in the relevant training and assessment strategy.

At this stage, the TAS is submitted to the AFTT QERC for further consideration and endorsement.
If the AFTT QERC does not endorse the TAS then reasons for non endorsement are given and appropriate action is undertaken by the Head of Department or Head of Student Services & Admin prior to the next meeting of the AFTT QERC.

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

## 4.3 Validation
Assessments for each industry focus area are validated prior to their intial 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 2015 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 industy practices.

## 4.4 Changes to Assessment requirements
Any proposal by the Head of Department 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 approriate validation occurs.
If substantial alterations are proposed to the assesssment requirements for more than three (3) units of any qualification, the approval for re-development must be given by the AFTT QERC.
Following the validation of the new assessments, the Head of Department has authority to implement the changes.

## 4.5 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.

## 4.6 Work based 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.

## 4.7 Employers 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 Head of Departments and where appropriate considered by the AFTT QERC.

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 continous improvement of our courses in order to define and meet the specific needs in the contemporary creative arts industry.

### 4.8 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 QERC for all trainers and assessors. This is to ensure that AFTT has suffcent evidence to be confident that all Team Members have relevant current industry skills for the units that each Team Members member delivers and assesses.

### 4.9 Graduate performance

AFTT has a practice of engaging an independent working Performance/Theatre 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.

### 4.10 Summary of Industry Engagement activities

A standing item on the agenda of the AFTT QERC is a summary of industry engagement activites that have been undertaken by AFTT Team Members since the previos AFTT QERC meeting.


## 5. RELATED DOCUMENTS

**5.1.** AFTT Glossary
**5.2.** Assessment Management Policy and Procedure (VET)
**5.3.** Academic Progression Policy and Procedure (VET)


## 6. RELEVANT LEGISLATION

**6.1.** Standards for Registered Training Organisations (RTOs) 2025
**6.2.** Standards for Registered Training Organisations (RTOs) 2015
**6.3.** User Guide Standards for Registered Training Organisations (RTOs)
**6.4.** Australian Skills Quality Authority (ASQA)
**6.5.** Australian Qualification Framework (AQF)
**6.6.** Data Provision Requirements 2012
**6.7.** National Vocational Education and Training Act 2011
**6.8.** ESOS National Code 2018
**6.9.** National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
**6.10.** Education Services for Overseas Students (ESOS) Act 2000 (Cth)


## 7. POSITIONS RESPONSIBLE

**7.1.** Campus Manager
**7.2.** Head/s of Department
**7.3.** Head of Student Services and Admin
**7.4.** Academic team
**7.5.** Administration

## 8. APPROVAL INFORMATION

| Approval Authority | Quality Education and Risk Committee (QERC) |
|---|---|
| Health Check approval authority | AFTT CEO |
| Review date | 01/12/2026 |

| Version | Approved by | Approval date | Effective date | Modifications | Status |
|---|---|---|---|---|---|
| 6.0 | QERC | 02/02/2022 | 03/02/2022 | New template | Superseded |
| 7.0 | QERC | 30/06/2025 | 01/07/2025 | Std's for RTO's 2025 | Current |