



Institution	Mercury Institute of Victoria
Policy Name	Industry Consultation Policy
Policy Governance	Compliance Manager
Reference to Standards	Standards for RTO 2015 - Standard 1 Clause 1.5 – 1.6
Date of Approval	April 2022
Review Date	April 2023

PURPOSE

This procedure exists to ensure we engage with and obtain feedback from enterprise/ industry to ensure that training and assessment on our Scope of Registration meet enterprise/industry needs and requirements.

SCOPE

The policy applies to all qualifications on the scope of Mercury Institute of Victoria (once approved). All Staff and any third party acting on behalf of Mercury Institute of Victoria will be covered under this policy.

POLICY

Mercury Institute of Victoria will, regularly, investigate the implications for assessment procedures and will ensure that the methodology for assessment is appropriate to the Training Package environment. In particular, the college will involve industry directly in the development of the assessment methodology and gain industry validation for assessment processes and documentation. Engaging with industry stakeholders (such as employers) is critical to ensuring

training and assessment is aligned to current methods, technology, products, and performance expectations for the workplace tasks specified in the training package or VET accredited course.

Mercury Institute of Victoria will use the information gathered through the engagement process to:

- design strategies for training and assessment, and
- select suitable resources, trainers, and assessors.

When monitoring the implementation of our strategies, Mercury Institute of Victoria will continue to engage with the industry and seek feedback about our training and assessment services, including feedback on the resources used for both training and assessment. The monitoring process will also confirm the industry's ongoing expectations for current industry skills and knowledge of trainers and assessors.

By engaging with the industry, Mercury Institute of Victoria can be sure that its training and assessment practices and resources continue to meet the needs of the industry, particularly in areas where technology and/or techniques change rapidly.

Mercury Institute of Victoria will ensure that assessment events will be conducted in a standardised fashion and that standard assessment instruments and records will be developed.

The college's approach will be, on an ongoing basis, to develop a standardised set of assessment instruments and recording processes for compulsory or core competencies at a particular AQF level. We will consult with the industry around the points listed below.

- The training course(s)
- how units are packaged to meet qualification requirements
- if chosen electives are suitable and in line with industry expectations
- the mode of delivery to be used (for example, online, classroom, on-the-job)
- the learning approaches or styles that will be used to suit the needs of learners



- amount of training and assessment hours is adequate for the selected student cohorts with the given delivery method.

Resources specified in each training and assessment strategy:

- the training and assessment materials that will be used
- the trainer and assessor competencies that are required
- the facilities and equipment that will need to be available or accessed
- simulated work environments to be used
- support staff or resources that may be required to meet the needs of learners
- agreements for the use of resources and facilities. Meeting the requirements of the Training Package or accredited course
- specific entry requirements, where these are noted in the Training Package or accredited course
- assessment guidelines and qualification packaging rules
- required trainer and assessor competencies
- assessment evidence requirements specified in the units of competency or modules.

Monitoring and improvements:

- revised training and assessment strategies and training programs
- data on consultations with trainers and assessors, learners, enterprise clients, industry organisations and, where relevant, licensing bodies; and the actions taken in response to such consultations
- records of staff meetings about training and
- assessment strategies and training programs, and the agreed actions.

Initial consultations may vary across the range of activities including but not limited to verbal and or via email, phone, face-to-face or virtual meetings. Feedback is sought on training and assessment strategies, practices, resources, and industry skills of trainers and assessors nominated for the course.



The final industry approval of the strategies is recorded formally via industry feedback forms, meeting minutes (where relevant) and retained by Mercury Institute of Victoria staff.

Once the format for assessment instruments is finalised, documentation of the relevant competencies will be provided to representatives from each industry sector to invite comments on the specific details of the assessment instruments.

This will provide an opportunity for industry input re: comments and suggestions for improvements to specific assessment instruments. The final stage is to administer the instruments to students and to use the feedback.

The use of standardised documentation will also assist trainers and assessors to feel confident that planned assessments are appropriate and pitched at an appropriate standard and suitable for the chosen student cohort. The development of standardised assessment instruments will also make it easier for students to clarify and understand what would be expected of them in assessment events.

Finally, the process of working together and in close cooperation with industry and enterprise will ensure that this approach to assessment will provide a transparent process which industry has validated and that Mercury Institute of Victoria is providing quality-assured, relevant industry training.