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1. Purpose

Mars Institute (MARS) will ensure that the delivery of its Training and Assessment services follows the requirements set out in the Standards for Registered Training Organisations 2015 (SRTO's 2015), the VET Quality Framework (VQF) as well as the below table, taken from the 'Volume of Learning' section from the Australian Qualifications Framework (AQF). Within the SRTO's 2015, lies the phrase 'Amount of Training' and within the AQF there is '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.

Clause 1.1 of the SRTO's 2015 states that amount of training is the number of hours allocated to formal activities such as classes and other activities in order to meet the requirements of a unit of competency or a cluster of units of competency. Meanwhile, 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 MARS 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 (if required).

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

If a course is structured so as to be completed in a shorter time period than that described in the AQF, MARS 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.

2. Volume of Learning

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

3. Bring Your Own Device (BYOD) Policy

MARS is committed to support Student learning experiences within a Blended Learning environment. MARS 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 MARS Networks for course and assessment work.

To support the MARS Training Delivery Model of 30% Guided Online Learning, Students must have access to reliable Internet outside of MARS.

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



Student Training Policy

During class Student laptops must be used to complete unit related research work /assessment only. Internet must be used as per the MARS 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 as per the link provided on Google Classroom in 'Instruction to Learners/Students' under 'Stream' section.

4. Training and Learning Model

MARS follows a Blended Training and Learning Model that provides ultimate flexibility in presenting training content. With an online component, MARS also increases flexibility and convenience over how and when Students participate in learning activities. Blended Learning enables a provision of training through innovation and modern technology to enhance learning with the inclusion of online components available to Students at their convenience, which will allow Students to proceed at their own rate according to their ability.

Blended Learning refers to learning design that strategically, systematically and effectively integrates of face-to-face, online and technology enhanced learning across physical and virtual environments, as informed and driven by Student needs and support for desired learning activities and learning outcomes. Blended Learning involves broad range of Learning technologies such as communication, information and learning management system i.e. Google Classroom that can be used to support learning, teaching and assessment.

MARS's Training and Learning Model is focused on interactions between Trainers, Students and resources that assist Students to achieve intended learning outcomes as detailed for each unit in "The Classwork" section of Google Classroom. The assessment process will include the 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 which will clearly outline all required tasks that must be completed to achieve competence within each specified unit. All information will be made available in the Learning Management System (LMS) (Google Classroom).

Flipped Learning is a technique used in MARS 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 Google Classroom. 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.

5. Training Delivery Model

MARS's training combines Classroom Based Delivery (Face-to-Face) (70%) with Guided Online Learning (GOL) (30%), as a Blended Training and Learning Model in which 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 National Code 2018 - Standard 11 allows Registered Providers to deliver up to one-third of the units (or equivalent) of a VET course by online or distance learning. Therefore, MARS 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 National Code 2018 - Standard 11, Students must attend 20 scheduled course contact hours a week, this means that Students must therefore attend 14 classroom hours a week and may spend the remaining 6 hours studying by distance or online. MARS's Training Delivery Model ensures this delivery model still addresses the Standards for RTO's 2015 and Training Package requirements as well as the target student skills, knowledge and experience. In addition, MARS ensure 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.



Student Training Policy

MARS ensures the participation of Students in both face to face and online and learning to ensure all Students have the maximum opportunity to progress through their course. In order to provide flexible and timely access to information and learning support to Students, each unit integrates an active guided online presence using Google Classroom, which is MARS's nominated Learning Management System (LMS).

Google Classroom facilitate paperless communication between Trainers and Students and streamlines educational workflow. Google Classroom allows Trainers to create classes, post assignments and assessments, videos, activities, and view work in real-time. For example: Students can complete Guided Online Learning by requiring Students not just to review an article, or video, but also to answer specific questions about it and to document answers to the questions for discussion in class with the Trainer. MARS Session Plans also have time factored in for a discussion of responses at the beginning of each class.

Classroom-Based Delivery (Face to Face) remains an important aspect of MARS's training and learning model. A high quality on-campus learning experience is enhanced using learning technologies that enable increased Student access to learning resources online. Blended Learning will be integrated into any subject regardless of mode of delivery. Preparing the Students for the future workforce so that they are appropriately equipped with technological skills to problem solve, think creatively and adapt themselves in new ways.



Student Training Policy

Blended Learning at MARS is based on the following principles:

- Students are encouraged and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Trainers are encouraged and supported to adopt suitable Session Plans and innovative blended learning approaches. These approaches are enabled by using the online Learning Management System (LMS), Google Classroom.
- Students require digital literacy to locate, engage, interact, create, share and communicate with learning technologies in order to access subject information, participate in learning activities, collaborate with peers and complete assessment tasks. Digital Literacy level is verified at the time of induction through a Language, Literacy, and Numeracy (LLN) and Digital Literacy Test.
- Trainers require digital literacy to communicate, support, motivate and inspire learning for Students in the blended learning environment.
- Blended Learning is chosen to enhance Student engagement and learning outcomes, and not just to reduce the costs of delivering teaching or to reduce teaching loads. In some circumstances, blended learning may require increased investment of resources to ensure sustainable delivery of high-quality learning and teaching.
- Student participation and at-risk Students are monitored, to promote Student learning support and to provide information to Students accordingly.
- Preparing the Students for the future workforce so that they are appropriately equipped with technological skills to problem solve, think creatively and adapt themselves in new ways.

In order to implement a Blended Training and Learning Model, MARS will ensure:

- To include information on Bring Your Own Device (BYOD) Policy and digital literacy requirements in course information provided to Students prior to enrolment.
- To include information on digital literacy requirements in course information provided to Students.
- To introduce and orientate Students to Google Classroom (Learning Management System) is integral to their learning for their respective courses.
- Students are provided with consistent and easy access to services, information, tools and resources necessary to facilitate and enable Student learning and engagement.
- Course content is delivered via learning technologies in a timely manner for optimum Student engagement and learning.
- Value and impact of the introduction of new technologies on Student learning and engagement is evaluated.



6. Course Delivery

MARS delivers courses with a structured learning and assessment pathway which provides suitable opportunities for Students to acquire all of the required knowledge and skills and be able to practice applying these prior to their assessment. This will:

- Establish a general guideline on sufficient duration as that which enables a student to gain the skills and knowledge specified by a particular qualification
- Ensure the training offered is of sufficient duration

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). MARS 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, MARS 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.

7. Resource Requirements

MARS 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, MARS 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. MARS 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, MARS will ensure such information is identified in the pre-enrolment information.

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

Student Training Policy

The quantity of resources available is suitable to the planned volume of Students. MARS makes available:

- 1) Google Classroom Guide (for Trainers)
- 2) Google Classroom Guide (for Students)
- 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, MARS ensures that each Student:

- Had attended the Induction/Orientation Session (Monday of the course commencement week) and was enrolled into their Google Classroom. Google Classroom is generally setup by administrator training support team.
- Has access to MARS email and Google Classroom App installed on their phone, if the Student has a smart phone.
- Is advised to check their MARS emails on a daily basis to ensure they have read all the important messages and to ask for any clarifications if the need be. They may redirect MARS emails to their personal accounts. Refer to Learner App <https://mars.edu.au/student-hub/>.
- Is advised to go through the 'General Instructions' in "STREAM" Tab of Google Classroom before the commencement of their training and assessment for the unit.
- Is instructed to use MARS email as the medium for all communication and 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 Course Progress policy and completion within expected course duration policy.
- Is made aware of 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 Stream" section of Google Classroom, which will clearly outline all required tasks that must be completed to achieve competence within each specified unit. All information will be made available in the Learning Management System (Google Classroom).



First Day of Unit/Assessment Task

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

- Instructed to access their Google Classroom 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 Google classroom. To avail the second chance based on Compassionate and Compelling circumstances, they must present an evidence to their Trainer.
- Required to start each task of the course unit as per the due dates provided in Moodle.
- Spend 6 hrs, per week to complete their Guided Online Learning 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 Google Classroom as well in person via teaching sessions.

First Day of Each Week

- Each week on the first day of the course/ unit/assessment commencement, the 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.be disc

10. Class/Formative Activities

- MARS provides Blended Learning, Trainers participate in provision of blended learning by delivering instructional content online, where Students may be asked to watch some content posted online using Google Classroom, with the clear instructions to watch online videos, follow links, PDFs. or carry out research at home and collaborate in and/ complete some online collaborative activities (such as Answering questions, multiple choice questions and group discussions etc.).
- All formative/Class/online activities are based on developing understanding of concepts that Students are assessed for in their assessment tasks for respective units.
- In class, activities are used to deepen the understanding of the concepts that Students have been familiarised with during online learning and/ face to face training.
- Online learning activities are aimed at better understanding of the concepts related to the unit before class or for extended learning after class.
- Presentations, Role plays, Study Tours/Excursions, Skills building activities, Event management and time management activities are incorporated in the formative activities to equip Students with employability skills, which is an essential component of training.
- Real or very close simulated workplace environment are created for each unit of each courses. Refer to Session Plans for further details.
- Simulated workplace environments that expose Students to real work settings and situations that can be utilised for learning/assessment may include, but are not restricted to:
 - Case studies



- Interviews
- Observation
- Presentations
- Role Plays

11. Vocational Placement:

Vocational referred as any structured workplace learning that is part of a Written Agreement between MARS 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 by MARS while designing the course structure. It is often guided by referring to training package and industry consultation.

All Staff involved in the delivery of the course that has the Vocational Placement included, please refer to Vocational Placement/Work Based Training Policy and Procedure.

12. Session Plans:

- Students are given access to session plans each week via Google Classroom under 'Classwork' tab to give them an idea of what is expected to be taught in that week.
- The different sessions of the days (In class):
 - 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 GOL 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.

13. LLN Support Sessions:

Based on a Students performance during their classes and through Trainer's observations, the student will be asked to fill out the LLN 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.

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

14. Attendance

- All attendance must be marked by Trainers using Wisenet, 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 - 8.45pm)	5.00pm - 5.30pm	8pm - 8.30pm