

Online Service Standards Policy

1. Purpose

PICAC offers a range of vocational education trades-based courses and industry certification training and upgrading to meet the specific demands of the core industries about which these apply elements of which are partially online (i.e., blended learning) completion-enabled.

This policy defines PICAC's commitment to providing a high-quality online (blended) learning experience in accordance with the Standards for RTOs 2025 and specific provisions referring thereto in State Training & Funding Contracts to which PICAC is a contracted provider partner.

2. Scope

This policy applies to all PICAC students, staff, trainers/assessors and administrators involved in online learning where delivery and assessment is partly online.

3. Standards Referenced

Standards for RTOs 2025:

Outcome Standards 2025

- **Standard 1.1:** Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.
- **Standard 1.8:** Facilities, Resources and Equipment for each training product are fit-for-purpose, safe, accessible and sufficient.
- **Standard 2.3:** Training (Learner) Support is timely, appropriate, and tailored. Providers actively monitor progress, respond to changing needs, and embed support in training delivery. Equity and accessibility are central to delivery.

Compliance Standards 2025 – N/A

Other Relevant Requirements

- Vic Gov – Skills First Quality In Online Delivery

4. Policy Statement

All PICAC trainers/assessors delivering online courses are experienced in online delivery of training and assessment. All trainers/assessors have undertaken professional development in online delivery and are required to undertake ongoing professional development in this area. Professional development can include:

- Formal qualifications in online training
- Participation in PICAC lead professional development sessions in online delivery
- Participation in externally lead professional development sessions in online delivery

5. Student Support

PICAC will provide the following support to all students who have any online based delivery:

5.1 Trainers/Assessors

- Will be available to support students regarding learning and assessment by phone, email and during the day as and when available for the duration of their course/certificate'
- Will reply to any queries either immediately or as soon as practicable thereafter
- Will assessment tasks in timeframes defined in the course/unit's delivery schedule
- Will provide feedback to the student as soon as resulting the unit of competency possible.

5.2 Administrative Support

- Are available Monday to Friday, 9:00 am–5:00 pm via phone, email, SMS.
- Responses to emails and online enquiries are provided within 2 business days

- All initial ICT inquiries to be emailed to admin@fit.edu.au.
- Where required issues will be escalated by PICAC Admin to external contracted ICT Support
- Resolution of email online enquiries will be provided within 2 business days

5.3 Student Support & Wellbeing

- Student counselling, career guidance, and support for diverse learner groups (e.g. ATSI
- CALD, refugee backgrounds) available.
- Referrals made to external services where needed (e.g. Beyond Blue).
- Culturally responsive support available

6. Student Entry Requirements and Induction

PICAC conducts a thorough and comprehensive Pre-Training Review (PTR) and language, literacy and numeracy (LLN) evaluation for all prospective students prior to enrolment to determine whether a course is suitable and appropriate for the individual's needs.

As part of this process PICAC will include an assessment of individual's digital literacy capability by:

- Through the application process, students will be required to disclose their current digital literacy capability
- Undertaking an online based LLN evaluation using the "LLN robot" application
- Discussing the PTR and LLN evaluation results with each student and then making
- Recommendations as to the suitability of the course, including identifying the need for additional support where required (i.e., via an individual learning plan (ILP).

For apprentice's classroom training sessions in Units/Unit Assessment Tasks (UATs) primarily of a KE's (Knowledge Elements) training and assessment nature, PICACs classrooms in all State Campuses are online enabled with the MOODLE Learning Management System (LMS) the online learning medium with occasional ZOOM and TEAMS special interest sessions.

- For all classroom training sessions apprentices are provided with PICAC computer tablets for use in completing and updating the Units Of Competence (UOC) training and assessments tasks and knowledge elements questions completions and submission by students.

Undertaking Where students also undertake some of this UOC response completions activity at home they will require:

- A desktop computer laptop or tablet with Microsoft programs; as well as,
- An internet service to be able to access and download training and assessment materials from the fit MOODLE LMS

7. Learning Materials

PICAC ensures all learning materials used in an online training environment are interactive for the user and are/can be presented in a variety of formats, including:

- Soft copy/editable documents
- Graphics
- Video
- Audio
- Interactions through discussion forums (including through TEAMS sessions)

PICAC meets the principles of Web Content Accessibility Guidelines as per the following:

- Perceivable – where achievable, SEDA utilizes video and written content for learning materials for students to access.
- Operable – All MOODLE LMS learning materials and content is accessible through keyboard activation, mobile or tablet device.
- Understandable – video and text content are readable and understandable. MOODLE LMS pages appear and operate in predictable ways, increasing the user experience.
- Robust – MOODLE LMS information and the operation of its user interface is readable and understandable.

8. Student Engagement

- PICAC provides an online learning experience that is both engaging and interactive.
- PICAC regularly monitors student participation and ensures that each student is progressing through their studies.
- PICAC provides the opportunity to collaborate with peers through discussion forums and during scheduled face to face delivery and assessment.
- PICAC ensures ongoing feedback from students' trainers/assessors will be considered for inclusion in response to submitted assessments and unit of competency feedback, during scheduled face to face delivery and assessment and in response to student queries raised.

9. Modes and Methods of Assessment

PICAC ensures a minimum of two different forms of assessment is used for each unit of competency. These forms can include, and be drawn from, the following:

- Verbal Questioning
- Written Tasks
- Observation – Practical Skills Assessment
- Research Tasks
- Journals
- Third Party Reports
- Online Questioning
- Questions And Answers
- Role Plays – Practical Skills Assessment
- Logbooks
- Portfolio Of Evidence
- Project

10. Publication

This policy will be made available to students or applicants intending to enroll with PICAC through publication on the PICAC (and wider PICAC Group of RTOs websites).

11. Supporting Documents

Document ID	Name
CN 2021 18	Victorian Government – DET - Skills First Training Contract – Contract Notification (CN) – Provider Online Service Standards Requirements
Vic Gov – Skills First Quality in Online Delivery	First Quality Skills in Online Delivery
PRO_Training&Assessment_V1	Processes and Procedures

12. Version Control

Version	Date	Changes
V1	19/09/2025	First Release