



TYPE OF DOCUMENT:	POLICY
TITLE:	DIRECT SUPERVISION
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POLICY STATEMENT

Perth Boat School is committed to ensuring all personnel performing training and assessment functions on its behalf, possess the relevant competencies and experience.

Perth Boat School will ensure that all trainers hold the Certificate IV in Training and Assessment or Certificate IV in Assessment and Workplace Training. Should a trainer not hold either of these qualifications, Perth Boat School will implement appropriate supervision processes for those persons.

In providing supervision to trainers, Perth Boat School will:

- * Provide ongoing coaching;
- * Supervise at least one session for each course conducted by the trainer, completing an evaluation of their performance and providing feedback.

In recognising that direct supervision is a cost to Perth Boat School, recruitment processes of trainers must ensure that all new personnel have the necessary qualification, at the time of recruitment or achieve the competencies within three months of their appointment.

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1.0 INTRODUCTION

Perth Boat School is committed to providing quality training and assessment in accordance with the Australian Quality Training Framework (AQTF). As such, Perth Boat School is required to ensure all trainers possess the Certificate IV in Training and Assessment or Certificate IV in Assessment and Workplace Training, or provide them with "Direct supervision".

2.0 POLICY PRINCIPLES :

3.0 SUPPORTING DOCUMENTATION

Perth Boat School documentation which supports the implementation of this Policy includes:

- F13_01 Trainer observation assessment form
- F13_02 Trainer Direct Supervision form
- F16_02 Trainer Evaluation form
- F29_01 Performance review template



4.0 PROCEDURES :

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Step One – Pre Course coaching

1. Discuss the competency/competencies to be delivered including linkages with pre-requisite and subsequent competencies if applicable;
2. Discuss the tools, or media used in training delivery and how;
3. Discuss the assessment methods for the competency/competencies;
4. Provide and review trainer resources including (lesson plans), assessment plans and resources, participant manual and handouts, along with any other material relevant to the competency/competencies;
5. Discuss the requirements of the relevant training package and delivery strategies appropriate to the competency/competencies.

Step Two – Observation and Evaluation
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1. With the agreement of the trainer, ensure that at least one session per course is observed by a qualified trainer/assessor, completing a trainer assessment form and providing feedback;
2. Be available to discuss any problems or concerns that the trainer may have, including the progress of delivery and recommend improvement strategies;
3. Allowing opportunities for Peer assessment

Step Three – Trainer performance discussion and Feedback

1. Ensure the trainer completes a Trainer Self-Evaluation form.
2. Ensure the trainer completes an evaluation of the course and its success, any recommendations for changes.
3. Discuss outcomes of the two evaluations, peer assessment, trainer evaluation and agreeing on any actions for improvement.
4. Discuss feedback on the Direct Supervision provided.
5. Feed into continuous improvement process

Step Four – Trainer performance evaluation

1. This process feeds into the Performance evaluation policy