



# Volume of Learning Policy

## INTRODUCTION

TQUK recognises Care College as 'recognised centre', is able to issue RQF qualifications and statements of attainment to learners who have satisfied the relevant competency requirements. Care College is required to comply with the requirements of the TQUK, including the volume of learning.

## POLICY

Care College is required to develop and implement approaches— including by providing access to suitable resources, facilities and trainers—that ensure learners gain all relevant skills and knowledge. TQUK provides a guide to the volume of learning see separate course descriptors, which describes how long a learner 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.

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 Care College is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

Care College will provide equitable access to all required educational and support services, so that no learner is disadvantaged regardless of their mode of study or location.

Care College will provide learners with access to necessary resources, either by owning, leasing, or renting these resources, or by arranging for resources to be accessible to the learners in another way.

Care College accredited courses describe the requirements for assessment of learners, including any specific environments or equipment that must be used.

Care College's Assessment methods will ensure that only properly skilled learners are determined as competent. When conducting assessment, Care College Assessors adhere to all requirements such as the context of assessment and essential resources, as described in the unit or module.

Care College will ensure that when using 'simulated' workplace environments, they fully replicate the resources, environment and any time and productivity pressures that exist in the actual workplace.

Care College will ensure the development and use of simulated environments is informed by consultation with industry stakeholders to ensure relevance to real workplaces. The training and assessment strategies will include guidance on the level of resources needed per learner or per group. Different strategies will be developed for different delivery models or target groups

The training and assessment strategy is not 'static'. It will be regularly updated to consider changes in industry technology and techniques, legislation, and the training package itself, as well as the availability of resources within Care College.

### **SHORTER COURSE DURATION**

If a course is structured so as to be completed in a shorter time period than that described in the relevant National Guidelines, Care College will clearly describe, using a rationale based on the previous skills and knowledge and the needs of learners, how a specific learner cohort:

- has the characteristics to achieve the required rigour and depth of training
- can meet all of the competency requirements in a shorter timeframe.

Care College's description must consider the need to allow learners to reflect on and absorb the knowledge, to practise 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.

A shorter course may be acceptable if, for example, the learner cohort comprises experienced workers who already have most of the required skills and knowledge. Because these learners have previous relevant experience, it may be appropriate to deliver the program over a shorter period. Assessment requirements must still be met in such programs, although some assessment may be undertaken by recognising existing skills and knowledge.

In some cases where learners have been employed long-term in an industry, their range of skills and knowledge may be very narrow. They may not have the capacity to fully demonstrate these in a broader context or in different environments.

### **LONGER COURSE DURATION**

Where the learner cohort consists of new entrants or inexperienced workers, before assessment Care College must 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 learners with significant industry experience.