

Training and Assessment Policy and Procedure



1. Purpose

This policy and its related procedures are developed to ensure that Nationally Recognised Training and accredited courses on Frontier Training and Technology's scope of registration are delivered and assessed in accordance with the VET Quality Framework and are designed, developed and executed to the highest possible standards so as to benefit all participants. Frontier Training and Technology shall ensure that the delivery and assessment of Nationally Recognised Training, including traineeship/Apprenticeship, complies with all aspects of the VET Quality Framework

2. Scope

This policy applies to all academic staff comprising of Training Manager, Training Coordinator and Trainer and Assessor. All the academic staff, under the supervision of CEO, will ensure that all the Training and Assessment procedures are followed.

3. Relevant standards, acts ad legislations

The Training and Assessment procedures are within the scope of compliance requirement adhering to the Standards for RTOs 2015 Standard 1, Chapter 3 Support and progression and Chapter 4 Training and Assessment and AQTF Essential Conditions and Standards.

4. Definitions

Term	Definition
Authorised Delegates	An authorised delegate means an employee/s of the RTO who has been formally delegated the function of selection and recruitment from the CEO or equivalent, who may include but not limited to Student Support Officer, Trainer and Assessor, Admin Staff and so forth.
CEO	Chief Executive Officer
Training and Assessment strategies	Training and Assessment Strategies' and practices are the approach of and method adopted by, an RTO with respect to Training and Assessment designed to enable learners to meet the requirements of the Training Package or accredited course.
Training	Training is the dissemination of information and resources to ensure that learning occurs.
Standards for Registered Training Organisations (SRTO) 2015 (also referred	A legislative instrument describing the minimum standards to be met by RTOs through the VET Quality Framework. The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

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Term	Definition
as Standards)	
Training Package	Training Package means the components of a training package endorsed by the industry and skill council or its delegates in accordance with the standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components from part of the requirements that an RTO must meet under these standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.
Unit of Competency	Unit of competency means the specifications of the standards of performance required in the workplace as defined in a training package.
VET Accredited qualification/course	VET Accredited course or qualification means a course accredited by the VET regulator in accordance with the Standards for VET accredited course.
VET Quality Framework	VET Quality Framework comprises: <ul style="list-style-type: none"> (a) the Standards for Registered Training Organisations (SRTO) 2015; (b) the Australian Qualifications Framework; (c) the Fit and Proper Person Requirements (which, as of 2015, are part of the standards); (d) the Financial Viability Risk Assessment Requirements; (e) the Data Provision Requirements.

5. Policy

The purpose of this policy is to affirm the commitment of Frontier Training and Technology to the ongoing process of developing, implementing and reviewing Training and Assessment strategies and practices. Training and Assessment Policy ensures that:

- 5.1 Training and Assessment Strategies policy assures compliance in meeting the following requirements to deliver successfully training and assessment services.
 - Training and Assessment Strategies will be developed by identifying the client or target group's requirements in meeting the industry standards for undertaking the VET Accredited qualification.

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- Training and Assessment Policy would ensure a detail implementation procedure on various components of a Training package.
- Training and Assessment Policy would ensure a regular review procedure for meeting the requirements of industry standards and continuous Improvement.
- Frontier Training and Technology will adopt, document and comply with appropriate protocols to ensure that all Training and Assessment Strategies are reviewed, evaluated and updated from time to time as appropriate to ensure that they continue to comply with the regulatory requirements.

6. In order to achieve the above mentioned policy statements, the CEO shall arrange for:

- A consultation procedure to identify the needs and components of Training and Assessment Strategies and practices adhering in consistent with the Training packages requirements.
- The collection and analysis of the feedback and satisfaction data from staff and students on the Training and Assessment practices currently conducted in Frontier Training and Technology for the courses within the scope of Frontier Training and Technology
- Developing Training and Assessment strategies with implementation procedure to meet the Training package requirements
- Conducting Internal review on every beginning of the year on successful implementation of the current Training and Assessment strategies

7. Procedure:

The following procedure outlines the steps that Frontier Training and Technology would undertake in confirming appropriate development, implementation and review of Training and Assessment Strategies:

7.1 Consultation

Frontier Training and Technology uses a number of processes to accumulate evidence as consultation to identify industry needs and Client's/ Target student's need in conducting Training and Assessment for VET accredited courses and Apprentices/Trainees.

These processes are:

7.1.1 Feedback

In order to identify clients or Target student's needs, Feedback is gained from the following stakeholders:

- Students
- Trainer and Assessors

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- External Industry Person

Feedback is gained through a variety of methods and these are outlined below.

7.1.1.1 Student Feedback

The student feedback forms are completed by the students and submitted to student administration via a trainer / assessor.

- Students are encouraged to bring any issues to the attention of appropriate staff and it is through the contact with students that staff will gain feedback as to the issues concerning students.
- Students are required to fill out the Unit Feedback form after completion of every unit of competency. This unit feedback form is attached at the end of every Unit of Competency Assessment booklet.

7.1.1.2 Staff Feedback

Staff comprising of the Internal Trainer and Assessor, would be sought through Internal Validation and moderation procedure, which is outline under Validation and Moderation Policy and procedure.

7.1.1.3 Staff Meetings

There will be regular meetings of staff involved in delivery and/or administration of Frontier Training & Technology programs. These meetings will involve a discussion of all aspects of the Frontier Training & Technology operations including:

- Policies and Procedures
- Delivery Issues
- Assessment of the units and/or modules
- Student Support Services
- Attendance
- Recording of Results

Minutes of these meetings will be recorded and maintained in a meeting minutes' folder.

Action arising from the meeting will be documented and evidence of the action having been taken will be maintained.

7.1.1.4 External Validation

Assessment instruments for all Units of Competency and Training and Assessment Strategies are to be industry validated at least once through the life of the associated Training Package or Accredited Course. Validation activities must be undertaken in a systematic manner and all

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validation activities will be scheduled through the 'Validation Schedule' including identifying the units that are to be validated at each session.

The Training Manager shall ensure that the 'Validation Schedule' is completed at start of each calendar year and reflects validation activities across all units on Frontier Training & Technology scope of registration. Validation sessions will be scheduled at a minimum every 3 months (each quarter) for each industry area that Frontier Training & Technology is providing training and assessment services. This schedule is to be completed annually.

External Validation activities may be completed by external consultants and shall be determined by the Training Manager depending on the number of enrolments and demand on programs.

7.1.2 Collection and Analysis of data:

The Training Manager is responsible for conducting the consultation procedure. The consultation procedure will identify the following needs outlined below:

- 7.1.2.1 **Learner Need Analysis:** Target group or clients are the potential and current students for whom the Training and Assessment Strategy has been designed. So it very important to understand the target group need which would provide us information on the expectation of our learners from the courses that is delivered in Frontier Training & Technology.
- 7.1.2.2 **Training Need Analysis:** Identifying the needs of the industry requirement will help us to keep up to date with improving industry standards and assuring that the Training Package is delivered with the outcome of skill enhancement for the students undertaking the respective VET qualifications within Frontier Training & Technology scope.
- 7.1.2.3 **Assessment Requirements:** The Assessment requirements comprises of the Assessment methods, Assessment tools and task that is used for assessing student's competency in assuring that the student has successfully met the requirements of the Training Package and has successfully enhanced the skills required for the particular industry.
- 7.1.2.4 **Competency decision making:** Identifying the needs of analysing and justifying competency based on principle of evidence and rules of evidence, is very essential to be improvised with the changing trend of conducting training. Competency decision making comprises of the following tools:
 - Assessment Decision
 - Number of Attempts

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- Authentication of Assessment
- Assessment Appeal
- Re- Assessment Conditions

7.2 Training and Assessment Strategies

The Frontier Training and Technology will document information on training and assessment and provide it to an Eligible Individual in a Training Plan, which will be:

- for Eligible Individuals who are not Apprentices or Trainees, documented either as a group of Eligible Individuals or a single Eligible Individual; or
- for Apprentices and Trainees, documented for a single Eligible Individual

Documented training and assessment strategies for all nationally recognised training;

- are detailed at a macro level, the qualification, units of competence and methods for training and assessment
- are developed in consultation with clients and/or industry
- allow for reasonable adjustment
- are readily accessible to all relevant staff
- are systematically reviewed and updated
- ensure compliance with training package rules and requirements
- provide a guide for the development and delivery of the training and assessment

7.2.1 Overview of the Training Package

Overview of the Training Package outlines the implementation of the standard conditions and requirements outlined by the VET Industry regulators adhering to the Training Package requirements as detailed in www.training.gov.au that has to be assured in all circumstances. The overview comprises of the following sub components:

- Description and application of the qualification and Training package
- Target group/student/client
- Pre-requisite, co-requisites and Licensing/ Regulatory Information
- Academic and employment Pathways from the course and to the course
- Entry requirements and eligibility criteria
- Qualification conditions includes duration and unit of competencies

For detail refer to Enrolment Policy and Procedure.

7.3 Implementation of Training and Assessment Delivery Strategies

The Training Delivery strategies includes Methods of delivering Training, Delivery schedule and training plan, Access and Equity conditions, Safety requirements, Delivery Facilities and resources. Following procedures are assured by Frontier Training & Technology to be implemented for the mentioned delivery strategies:

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7.3.1 Training Delivery strategies

7.3.1.1 Methods of Delivering Training

- **Workplace based training** to develop the knowledge and theoretical understandings required to undertake work and work within a highly regulated industry and prepare for and practice dealing with situations that arise in a real industry setting.
- **Time for a supervised self-study** may be allocated in order to allow students to revised their learning or understanding, perform any required tasks, practice their skills, reinforce their knowledge and prepare themselves for the assessments.
- **Flexible/ One on One Training** – Training under this mode would be provided to Students under one on one supervision by the Trainer/ Assessor through face to face contact or electronic contact.
- Full-time trainees undertaking workplace training at AQF levels I and II must be withdrawn from routine work duties for a minimum of 1.5 hours per week for the purpose of undertaking Structured Training/learning activities. This is applied pro-rata for SBAT and part-time trainees, with a minimum of one half hour per week (averaged over two months).
- Certificate III: full-time apprentices and trainees must be withdrawn from routine work duties for a minimum of three hours per week for planned training. This is applied pro-rata for part-time apprentices and trainees, with a minimum of one hour per week (averaged over four weeks).
- The training undertaken during the period of release must include a focus on the compliance and regulatory units and the units concentrating on generic skills. Up to 40 hours of this training may be transferred to be delivered in one or more blocks during the first three months of the training program.
- Electronic contact may include Skype, email and telephonic conversation. Students would be given flexibility to complete the course at his or her own flexible time under Trainer/ Assessor's direct one on one supervision. Students need to allocate few hours of self-study time per unit of competence to complete workbook activities and the associated review questions to enhance their understanding. This time is in addition to the structured supervised hours of training. (The trainer will inform the students about the minimum number of hours they need to put in for individual units to meet the nominal hours for the unit). Training plan would be developed for every student with detailed supervised proposed hours of training, which may differ from actual commencement or completion, as the training would be delivered as per student's flexible time. Every contact and communication between Trainer and Student would be recorded under contact log with evidence attached wherever possible. This contact log would provide a detailed understanding whether the student has gained appropriate training and guidance by the Trainer/ Assessor

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for successful completion of the course. This type of Training delivery is only for domestic full paid students or students under Certificate 3 Guarantee PQS Agreement 2015-16

7.3.2 Delivery Schedule and Training Plan

The delivery schedule outlines and details the timetable for training on how the units of competencies will be delivered assuring the actual hours of delivery has been undertaken to meet the Training package duration requirements. The Training Plan is designed for students under flexible learning and work based learning, which outlines the proposed date of commencement and completion of each unit of competency leading to a qualification and how the Trainer and Assessor is commencing assessment and delivery for fulfilment of learning requirements of the unit of competency.

7.3.2.1 Training Delivery conditions

The Frontier Training and Technology must ensure that all Training Services are delivered in accordance with the relevant Training Plan and TAS.

Where the Training Package or course curriculum requires that a unit of competency be assessed in the workplace, Frontier Training and Technology will visit the Eligible Individual's workplace in person in order to carry out that assessment.

If any of the training and assessment within the Training Provider's Scope is delivered online, the Frontier Training and Technology will:

- Adopt and implement a professional development program that is specific to online delivery of training and/or assessment; and
- Ensure that all trainers and assessors involved in online delivery of training and/or assessment as part of the training services undertake appropriate professional development as part of the program.

Frontier Training and Technology delivers training to Apprentices or Trainees under a Training Contract, the Training Provider must adhere to all legislative requirements under the Act and the Guidelines about Apprenticeship/Traineeship Training Delivery.

Frontier Training and Technology will ensure that every delivery medium is implemented by assuring the following Training delivery conditions are met:

- Flexible: This training program will provide a well-structured and paced training program, and whilst students will have set session times with tasks to be submitted, will be will offered the flexibility of undertaking a training program that accommodates individual availability.

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- Accessible: Trainers will be accessible outside set times, via telephone, email and during workplace visits to provide assistance to students.
- Affordable: Due to our reasonable overheads, we are able to provide all our courses in a cost-effective manner, without skimping on quality.
- Practical: All the content in our courses relate to practical day-to-day requirements in application to real-life requirements. Our trainers will work with the students to ensure the transfer from information to application is seamless outside the classroom.
- Workplace simulation: This program will include workplace simulation to provide students a feel of the workplace environment.
- Access to equipment and teaching personnel: The program will provide access to training experts, relevant curriculum, training tools, internet access and a range of facilities.
- Student Mentoring: Our program training methodology goes hand in hand with student mentoring. It uses a personalised approach with small groups and individuals to develop self-confidence and leadership.
- Trainers may provide additional learning material where gaps are identified in either the participant's underpinning knowledge or the training resources.
- All classroom based and workplace delivery will occur in suitable environments and follows organisational OHS policies and procedures.

During the orientation students would be provided with a copy of 'Student Handbook'. Student acknowledgement of orientation sessions would be obtained via 'Confirmation of Student Orientation Session Attendance' with student signature and date.

7.3.2.2 Training Plan Requirements for Apprentices/Trainees

The Training Plan will be developed by Frontier Training and Technology, together with the employer and the Apprentice or Trainee

- Frontier Training and Technology will provide:
 - o Detailed training activities and responsibilities for training to be undertaken as part of any workplace based training arrangements.
 - o Details (when, how and how much) of the time allocated outside routine work duties for Structured Training;
 - o Any other specific requirements to be met in accordance with the Training Contract or the Approved Training Scheme
- Employers will be required to arrange for their Apprentices/Trainees to be enrolled with a registered training organisation and for a Training Plan to be signed within three months of the date of commencement of the Apprentice/Trainee's Training Contract (or within two months for school-based arrangements in accordance with the Approved Training Scheme). The Training Provider's enrolment timelines should not impede the employer's ability to comply with this requirement.

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- Training models offered by the Frontier Training and Technology will ensure compliance with the Department's part time policy as set out in the Guidelines about Apprenticeship/Traineeship Training Delivery).
- The Training Plan will be vocationally relevant and reflect industry requirements and the workplace setting. It will list all the training (both the Structured Training: Workplace-based and/or Structured Training: Off-the-job provided by the Training Provider and the practical experience in the occupation provided by the employer) that will be delivered during the Apprenticeship or Traineeship. A copy of the Training Plan signed by all parties will be provided to all parties.
- The Training Plan will be straight forward, easy to follow and written in plain English.
- The Training Provider must update the Training Plan according to any changes mutually agreed with the parties to the Training Contract throughout the Training Services. The changes must be endorsed by the employer and Apprentice/Trainee

7.3.2.3 Practical Placements

Frontier Training and Technology will conduct practical placements in accordance with the Amended Guidelines for Registered Training Organisations and Employers in relation to students of technical and further education undertaking Practical Placement or its successor available at:

<http://www.education.vic.gov.au/training/providers/rto/Pages/workplacelearn.aspx>.

Frontier Training and Technology will have a written practical placement agreement executed by the Training Provider, the organisation hosting the practical placement and the Eligible Individual prior to an Eligible Individual commencing the relevant practical placement.

7.3.2.4 Academic Support

Frontier Training and Technology will implement the Access and Equity procedures for assuring students gets the additional academic and non-academic support while undertaking the Training and Assessment in Frontier Training and Technology. The Training and Assessment strategies will be designed aligning to the requirements mentioned under Access and equity procedure, which includes:

- Language, Literacy and Numeracy Support
- Reasonable Adjustment
- Counselling
- Student Safety while undertaking Training and Assessment with Frontier Training and Technology

7.4 Assessment Delivery Strategies

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Frontier Training and Technology ensures that assessments are designed and developed to meet the Training package requirements. The Training and Assessment Strategy would outline the implementation of the following components.

7.4.1 Student Assessment methods

The assessment process will include the gathering of evidence to demonstrate the student's competence. Participants will be advised of the assessment requirements at the beginning of each unit. Summative assessment will be used to evaluate student learning at the end of an instructional unit by comparing evidence against the performance criterion of the unit as well as the critical aspects of assessment. The assessment process will include the gathering of evidence to demonstrate the student's competence. Students will be advised of the assessment requirements at the beginning of each unit through the Student Assessment Booklet.

All assessment tools for each unit of competency are mapped to:

- Meet Unit, Element & Performance Criteria requirements;
- Cover the Unit Range Statement, Evidence Guide and Critical Aspects of Evidence;
- Cover all Underpinning Knowledge and Skills requirements; and
- Cover Specific Evidence Requirements as listed in each individual unit of competency.

Assessment is mapped to the unit and must be completed by the end of each unit. All assessments are summative assessment, which requires each student to have adequate practice prior to undertaking this assessment. For each unit of competency (and each element within the unit), a range of evidence will be collected as per the evidence gathering techniques below. It is a requirement that all assessments maintain at a minimum, three types of appropriate evidence to verify the candidate's competence for each element within a unit, which address the performance criteria requirements of the elements. At least one of these evidence pieces should be a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the course).

As this is a competency based program, assessment will continue throughout the course until the student either achieves competency in the assessment tasks or a further training need is identified and addressed. For a student to be deemed competent student must demonstrate competency in all elements and performance criteria within the unit.

The student will be provided with a Skill and Knowledge assessment outlined for each unit in the qualification. Assessors will be provided with an Assessor Marking Guide which will provide clear instructions and guidance to the assessment process and the criteria to base judgment of competence.

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Assessors, when deeming a candidate competent, must have judged evidence collected to also have met the requirement of the Dimensions of Competency and be certain that the candidate can consistently apply and transfer the skills and knowledge covered into new work situations.

Each unit has an individual assessment tool and mapping document which establishes the details assessment methodology including:

- Outlining the assessment methods
- Providing instructions for the assessor
- Providing instructions for the students
- Being mapped to the unit of competency through a separate mapping document
- Ensuring assessment is summative

To determine the student's skills and knowledge in a unit of competency, a qualified trainer and assessor will conduct assessments using a variety of evidence gathering techniques including:

- Written/Verbal Questions
- Observation/Demonstration
- Analysis/Reporting
- Project/Research
- Problem Solving
- Documentation

7.4.2 Assessment review and acceptance procedures:

Assessment review and acceptance procedure includes the implementation of the following components:

- **Number of Attempts**

If a student is unable to demonstrate competence at a given time, they will have two more opportunity to be re-assessed. If, on the subsequent attempts, competency has not been achieved, the participant will be deemed 'not yet competent' and will be required to undergo additional training. Only after completion of this additional training will the student will be re-assessed.

N.B. Changes may be required to be made to the student's enrolment in the unit and additional fees may apply.

- **Reasonable adjustment**

Assessment practices will be inclusive and support of equity principles. Reasonable adjustments may be made to assessment tasks or methods, to minimise disadvantage to individuals or groups, however, these adjustments will not compromise the integrity of the competency standard.

- **Authentication of Assessment**

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Frontier Training & Technology Training will build authentication processes into all assessment processes, including declaration by participants for all submitted written and project work.

- **Assessment decision**

On completion of each individual assessment task, the ‘task’ will be deemed to be either:

- Satisfactorily completed, or
- Unsatisfactorily completed

All assessment tasks will accumulate to a final assessment outcome for each individual unit of competency and this final judgement of competence will be recorded as:

- C – Competent, or
- NYC – Not Yet Competent

All assessment ‘tasks’ must be completed satisfactorily for the participant to be deemed competent and the final assessment decision communicated to the participant.

- **Assessment Appeal**

If a participant seeks to appeal an assessment outcome they can do so in accordance with the Assessment Appeals Policy and Procedure, using the Assessment Appeals Form.

- **Re-Assessment Conditions**

Re-assessment may occur at any time after the initial assessment task was deemed unsatisfactorily completed and shall be arranged between the Assessor and the students to ensure conditions are consistent with the original assessment.

7.4.3 Contextualisation and Development Assessment tools, methods and task

All Assessments tools, method and task are designed and developed based on the industry standard requirements and the unit of competency’s requirements detailed and outlined under www.training.gov.au. The tools, methods and task are mapped to the Training.gov.au requirements in a unit mapping document. Assessments are contextualised and developed based on the needs identified for the Training Packages within the AISR scope of delivery or any transition of unit of competencies.

7.5 Training and Assessment Strategy Review

Training and Assessment Strategy has to be reviewed every year as mentioned under the Continuous Improvement plan for quality assurance, quality control and compliance. The Training and Assessment Review has to be conducted by using TAS Review tool, which has to be done internally by the Training Manager and an Industry Consultant or External Validator.

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8. Policy Reference:

- SRTO 2015: Standard 1 Chapter 3 Support and progression and Chapter 4 Training and Assessment

9. Relevant Policies and Procedures

- Validation and Moderation Policy and Procedure
- Record Management Policy and Procedure
- Continuous Improvement Policy and Procedure

10. Forms and documents

- TAS Strategy template
- Student Handbook

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