

POLICY	
Purpose	<p>ATAR Design is committed to developing training and assessment strategies and have a complete set of training and assessment resources for each qualification and unit of competency under its scope of registration, meeting compliance with National Training Packages and VET Accredited Courses and the Standards for Registered Training Organisations.</p> <p>In the development of such strategies and resources is required to ensure that industry consultation occurs to ensure relevance, currency, validity and reliability.</p> <p>The purpose of this policy is to ensure a process for identifying, negotiating, planning and implementing appropriate training and assessment strategies, practices and resources that are responsive to industry and client needs and comply with National standards.</p>
Standard reference	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.4
Who is responsible	The CEO is responsible for the identification/development, trial, ongoing review and modification of all training and assessment resources, which complement the learning and assessment strategies.
Review date	Every 12 months
Definitions	<p>The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.</p> <p>Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.</p> <p>AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.</p> <p>Educational and support services may include, but are not limited to:</p> <ul style="list-style-type: none"> • Pre-enrolment materials; • Study support and study skills programs; • Language, literacy and numeracy (LLN) programs or referrals to these programs; • Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity; • Learning resource centres; • Mediation services or referrals to these services; • Flexible scheduling and delivery of training and assessment; • Counselling services or referrals to these services; • information and communications technology (ICT) support; • Learning materials in alternative formats, for example, in large print; • Learning and assessment programs contextualised to the workplace; and • Any other services that the RTO considers necessary to support learners to achieve competency.

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Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- Enterprise/industry clients, e.g. Employers;
- Group training organisations;
- Industry organisations;
- Industry regulators;
- Industry skills councils or similar bodies;
- Industry training advisory bodies; and
- Unions.

Industry engagement, for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
- Involving employer nominees in industry advisory committees and/or reference groups;
- Embedding staff within enterprises;
- Networking in an ongoing way with industry networks, peak bodies and/or employers;
- Developing networks of relevant employers and industry representatives to participate in assessment validation; and
- Exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Mode of delivery means the method adopted to deliver training and assessment, including online, distance, or blended methods.

Module means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

Operations of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- provide assessment resulting in the issuance of AQF certification documentation by the RTO.

Skill set means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Training and assessment strategies (TAS) 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.

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Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate 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 form 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 means the specification of the standards of performance required in the workplace as defined in a training package.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met.

It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Volume of learning – The AQF provides a guide to the volume of learning (see table below), 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 your RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 year	0.5 – 2 years	1.5 – 2 years	1.5 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 1400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours

** Table is an excerpt from AQF.

POLICY

Policy

ATAR Design is committed to developing, implementing and reviewing training and assessment strategies (TAS) and resources, for qualifications within its scope of registration, which accommodate the needs of its clients and satisfy the requirements of the Training Packages and VET Accredited Courses.

ATAR Design will:

- Identify, negotiate, plan and implement appropriate training and assessment strategies to meet the needs of industry and its clients;
- Implement these strategies for each qualification and accredited course within its scope of registration. These strategies will include the identification of proposed target groups, delivery and assessment modes and strategies, assessment validation processes and pathways, and will be developed in consultation with enterprise/industry;
- document these strategies on application for registration and on extension of scope;
- validate assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments at least annually, and by documenting any action taken to improve the quality and consistency of assessment;
- offer various training strategies and assessment methods including recognition, simulations, written and verbal assessment, to accommodate the needs of individuals (as applicable);
- ensure that training and/or assessment products and services are developed, adapted and/or delivered in line with the requirements in the Standards for RTOs;
- ensure all training and assessment activities are conducted using an open, supportive process which includes participants being made aware of the precise requirements of their training and assessment;
- ensure that has access to the relevant staff, facilities and equipment to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment requirements; and
- Ensure that it has, or has access to, training and assessment materials for everything on its scope of registration and delivery profile.

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Policy principles

ATAR Design will utilise a 10-step process to develop and document its Training and Assessment strategies and resources, in consultation with clients and stakeholders, taking into account of factors such as:

- Industry/enterprise needs;
- The commercial environment;
- Units of competencies (electives)
- Cost;
- the requirement of the Training Packages or VET Accredited courses; and
- Educational support services required to accommodate the specific client needs (e.g. their language, literacy and numeracy needs).

The training and assessment strategies are developed and documented by the CEO on application for registration / extension of scope and reviewed and customised for client implementation, for each qualification, skill set, cluster or individual unit/module for delivery.

Through the development of training and assessment strategies ATAR Design will ensure appropriate access to the trainers and assessors, facilities, equipment, training and assessment materials required to provide the training and assessment services, to accommodate client numbers, client needs, delivery methods and relevant assessment requirements (including distance learning and on-line).

All training and assessment strategies are clearly articulated to comply with the requirements of Training Packages, VET Accredited courses and AQF (with particular regard to 'Volume of Learning') and based on data collected regarding industry/client requirements and learning needs through effective consultation.

Further information will be researched during the development training and assessment strategies including:

- Via the internet;
- Industry and government documentation / information;
- Training publications.
- Information gathered may include:
- Regulations or laws governing the industry;
- Preferences regarding training delivery; and
- Characteristics of the target group.

Industry / client involvement may include representatives from the following bodies:

- Industry skills councils;
- Industry training bodies;
- Industry organisations/enterprises;
- Clients;
- Licensing bodies/ regulators;
- Trade Unions.

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Training and assessment strategies must meet the client needs and support the characteristics of the target group.

Client needs may include:

- Learning styles;
- Physical or intellectual abilities;
- Relevant prior learning or experience;
- Language, literacy and numeracy abilities;
- Location of training and assessment;
- Cultural or ethnic background and learning approaches;
- Socio-economic factors.

Validation – Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards is to occur at least annually and any action to improve the quality and consistency of assessment is to be documented. (See Validation Policy)

Training and Assessment Strategies (TAS)

ATAR Design has a Training and Assessment Strategy (TAS) template which is to be used for each qualification or VET accredited course under the scope of registration. The full completion of this template ensures that all the requirements of a TAS, are met.

Information contained in the TAS includes (but is not limited to):

- Full code and title of the training product
- How the units of competency are packaged to meet the requirements of the qualification
- How pre-requisite and co-requisite units are accommodated
- Amount of training
- Duration and scheduling
- Entry level requirements
- Modes of delivery
- Assessment resources, methods and timing
- Human resources
- Physical resources
- Learning resources
- Learning approaches that can be used to accommodate client needs
- Recognition of prior learning (RPL) processes
- Advice to trainers and assessors on how training is to be delivered and assessment conducted
- Client Tailored Programs

If a client engages ATAR Design in the development of specific delivery and assessment, the learning and assessments strategy will identify client requirements and partnering arrangements (as applicable).

Training and Assessment Resource Register

ATAR Design will research the VET landscape for appropriate free or licensed learning and assessment resources suitable for implementation for ATAR Design services. These resources will be checked and /or mapped for compliance against competencies and client's needs before being used for client services.

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Training and Assessment Resources

All resources needed for the delivery of the training program are identified in the Training and Assessment Strategy (TAS).

Documented Training and Assessment Resources may include:

- Trainer Resources:
 - Trainer information regarding the unit of competency
 - Lesson plans
 - Handouts (as applicable)
 - Relevant training program specific forms
 - Audio/Visual presentations
 - Videos/DVDs
- Learner Resources:
 - Learner manual
 - Text book (as relevant)
 - Training Journal

Assessment Resources:

- Assessment tools
- Information regarding the unit of competency
- Assessor instructions
- Client instructions
- Assessment instruments
- Assessment forms/templates
- Assessment marking guides
- Recognition Tool
- Mapping Documentation – identifying how the training and assessment materials map for compliance against the unit of competency

Other Resources may include:

- Premises, equipment and facilities required
- Industry placement arrangements
- Simulated environments required
- Support staff or resources required to meet learner needs
- Language, literacy and numeracy support
- Agreements for the use of resources, equipment, machinery, facilities

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Development of Training and Assessment Strategies for Training (10-Step process)

The following 10-Step process will be applied when designing and developing training programs:

1. Identify client training needs
2. Consult with industry – see systematic approach
3. Conduct a task and training needs analysis (If applicable)
4. Identify appropriate competency standards and training package requirements
5. Develop the training and assessment strategy (using Training and Assessment Strategies Template)
6. Validate training and assessment strategy with industry / client
7. Review and update training and assessment strategy
8. Identify / develop appropriate training and assessment resources
9. Validate training and assessment resources with industry / client
10. Review and update training and assessment resources including but not limited to:
 - Conduct and evaluate 'Pilot' program
 - Review and finalise training and assessment strategy and resources
 - Deliver the training and assessment
 - Ongoing review and evaluation of training and assessment

Records management

Legislation

Legislation applicable to this policy include:
Copyright

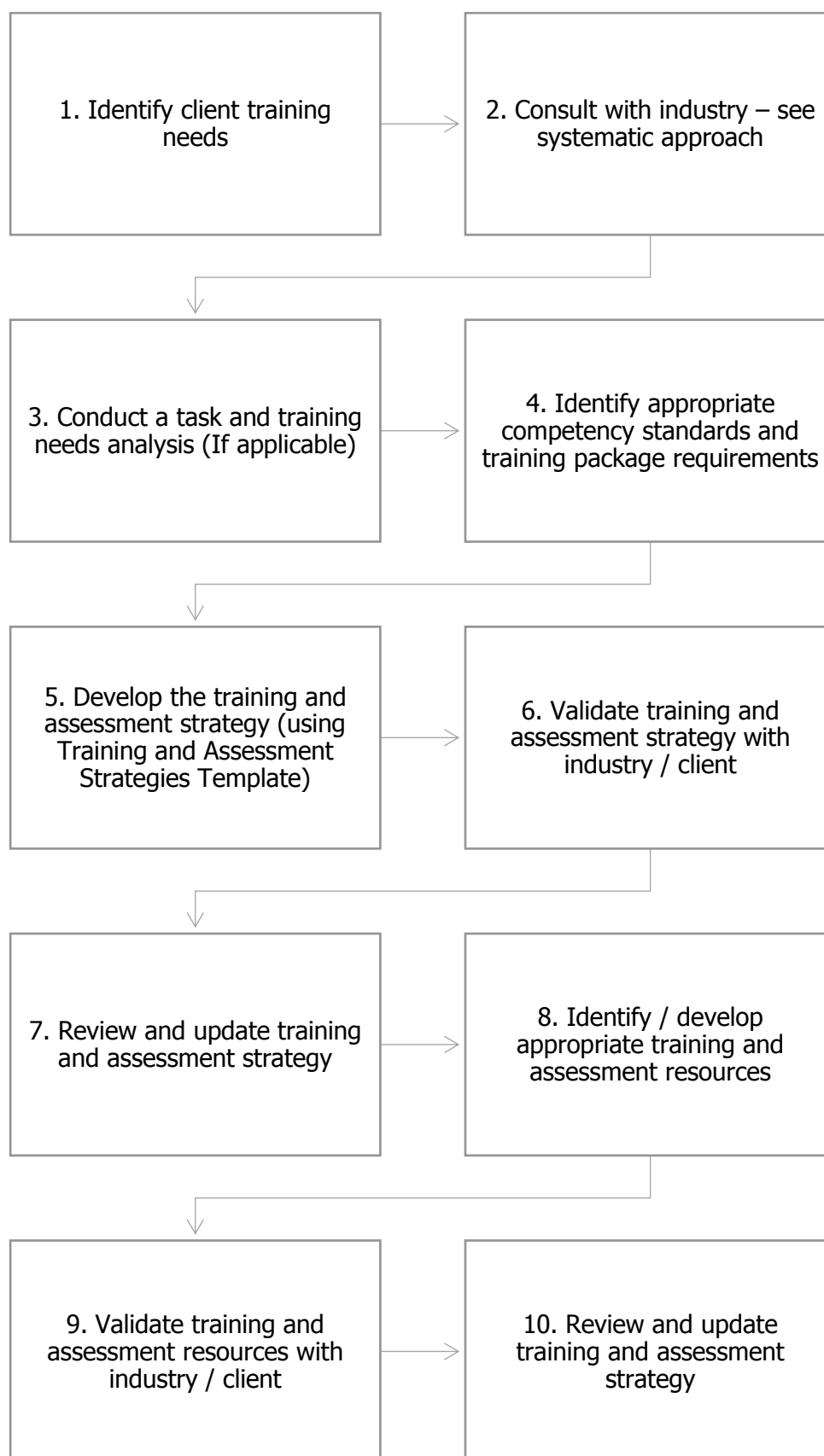
Records Management

All documentation from development of training and assessment strategies and resources processes are maintained in accordance with the Records Management Policy. (See Records Management Policy)

Monitoring and Improvement

All development of training and assessment strategies and resources practices are monitored by the CEO and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

TAS development flow chart



PROCEDURE – TAS REVIEW AND CONSULT

Step	Who	Procedure
1 Developing a TAS industry engagement	CEO	<p>Engage in meaningful relationships with employers and/or industry associations in order to deliver training that suits both industry and students' needs.</p> <p>Actively and formally consult with industry on an ongoing basis and record that this has happened using the training and assessment industry engagement questionnaire and summary.</p> <p>Seek feedback on the course design, including the choice of electives, as well as input into delivery and assessment strategies and tools.</p> <p>Strategies for gaining industry input may include:</p> <ul style="list-style-type: none"> • Attendance at industry meetings (meeting minutes document) • Visits to industry sites (workplace checklist) • Meetings with industry representatives ('Training and assessment industry engagement Questionnaire TAS Development' form) • Participation of industry in assessment validation meetings (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form) • Training needs analysis for an organisation (see Training needs analysis template) <p>Evidence that is required to be kept includes:</p> <ul style="list-style-type: none"> • Letters of support on industry letterhead • Emails of support with logos • Minutes of meetings (see meeting minutes template) • Assessment validation forms with industry signatures (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form) • Industry validation of TAS. (see 'Training and assessment industry engagement Questionnaire TAS Development' form) • Training Needs Analysis (see TNA form) <p>The appropriate method of industry consultation selected will depend on the industry that ATAR Design is dealing with.</p> <p>Complete the industry engagement TAS development questionnaire with at least 3 industry representatives using the forms provided in this document</p>
2 Networking	CEO	<p>Obtain industry support letters on letter head, workplace agreements and attending industry meetings on training and assessment</p>

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

ATAR Design will utilise a 10-step process to develop and document its Training and Assessment strategies and resources, in consultation with clients and stakeholders, taking into account of factors such as:

- Industry/enterprise needs;
- The commercial environment;
- Units of competencies (electives)
- Cost;
- The requirement of the Training Packages or VET Accredited courses; and
- Educational support services required to accommodate the specific client needs (e.g. their language, literacy and numeracy needs).

Development of Training and Assessment Strategies for Training (10-Step process)

The following 10-Step process will be applied when designing and developing training programs:

1. Identify client training needs
2. Consult with industry

Strategies for gaining industry input may include:

- Attendance at industry meetings (meeting minutes document)
- Visits to industry sites (workplace checklist)
- Meetings with industry representatives ('Training and assessment industry engagement Questionnaire TAS Development' form)
- Participation of industry in assessment validation meetings (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form)
- Training needs analysis for an organisation (see Training needs analysis template)

Evidence that is required to be kept includes:

- Letters of support on industry letterhead
- Emails of support with logos
- Minutes of meetings (see meeting minutes template)
- Assessment validation forms with industry signatures (see 'Training and Assessment Industry Engagement Questionnaire Assessment Tools Review' form)
- Industry validation of TAS. (see 'Training and assessment industry engagement Questionnaire TAS Development' form)
- Training Needs Analysis (see TNA form)

3. Conduct a task and training needs analysis (If applicable)
4. Identify appropriate competency standards and training package requirements
5. Develop the training and assessment strategy (using Training and Assessment Strategies Template)
6. Validate training and assessment strategy with industry / client
7. Review and update training and assessment strategy
8. Identify / develop appropriate training and assessment resources
9. Validate training and assessment resources with industry / client
10. Review and update training and assessment resources including but not limited to:
 - Conduct and evaluate 'Pilot' program
 - Review and finalise training and assessment strategy and resources
 - Deliver the training and assessment
 - Ongoing review and evaluation of training and assessment

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

Step	Who	Procedure
1 Identify client training needs	CEO	<p>Training and assessment strategies need to be developed for each student cohort and for each delivery period. Training and assessment strategies should be reviewed and updated at least annually in conjunction with regular assessment validation and biannual assessment moderation. ATAR Design will identify client training needs.</p> <p>The tasks for this process include the:</p> <ul style="list-style-type: none"> • Planning, • Registration, • Implementation and review of units, skill sets and qualifications from a Training Package.
2 Consult with industry – see systematic approach	CEO	<p>Developing a TAS requires nurturing meaningful relationships with employers and/or industry associations in order to deliver training that suits both industry and students' needs.</p> <p>ATAR Design is expected to actively and formally consult with industry on an ongoing basis and record that this has happened. Industry consultations assist ATAR Design to seek feedback on the course design, including the choice of electives, as well as input into delivery and assessment strategies and tools.</p> <p>Strategies for gaining industry input may include:</p> <ul style="list-style-type: none"> • Attendance at industry meetings • Visits to industry sites • Meetings with industry representatives • Participation of industry in assessment validation meetings • Training needs audit for an enterprise. <p>Evidence that is required to be kept includes:</p> <ul style="list-style-type: none"> • Letters of support on industry letterhead • Minutes of meetings • Emails of support with logos • Assessment validation forms with industry signatures • Industry validation of TAS. <p>Selecting an appropriate method of industry consultation will depend on the industry that you are dealing with.</p>

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

Step	Who	Procedure
3 Conduct a task and training needs analysis (If applicable)	CEO	<ul style="list-style-type: none"> • ATAR Design has a thorough working knowledge of the relevant Training Package/s and is able to interpret and apply units of competency in order to select the qualification, skill sets and/or units of competency that best meet industry needs. • ATAR Design's qualification delivery and assessment are customised to meet the specific needs of industry by the choice of elective units. This is done in accordance with the qualification packaging rules which are set out in the relevant training package and consultation with industry which informs elective choice decisions. • ATAR Design also makes reference to the Victorian Purchasing Guides which contain sample qualifications for most training packages as well as nominal hours for qualifications. • For workplace training a training needs analysis will also be completed (see TNA form)
4 Identify appropriate competency standards and training package requirements	CEO	<p>ATAR Design has a Training and Assessment Strategy (TAS) template which is to be used for each qualification or VET accredited course under the scope of registration. The full completion of this template ensures that all the requirements of a TAS, are met and meets the training package requirements.</p> <p>Information contained in the TAS includes (but is not limited to):</p> <ul style="list-style-type: none"> • Full code and title of the training product • How the units of competency are packaged to meet the requirements of the qualification • How pre-requisite and co-requisite units are accommodated • Amount of training • Duration and scheduling • Entry level requirements • Modes of delivery • Assessment resources, methods and timing • Human resources • Physical resources • Learning resources. • Learning approaches that can be used to accommodate client needs • Recognition of prior learning (RPL) processes • Advice to trainers and assessors on how training is to be delivered and assessment conducted • Client Tailored Programs <p>If a client engages in the development of specific delivery and assessment, the learning and assessments strategy will identify client requirements and partnering arrangements (as applicable).</p> <p>See TAS template later in this document.</p>

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

Step	Who	Procedure
5 Develop the training and assessment strategy	CEO	<p>Ensure you determine the aims and outcomes of any proposed training. Ensure you identify the qualification and the relevant packaging rules. Ensure you select the units of competency to support the desired aims and outcomes.</p> <p>Ensure you identify the characteristics of the clients/ client group/ learners.</p>
6 Validate training and assessment strategy with industry / client	CEO	<p>Training and assessment strategies are validated at least once a year, Processes for validating training strategies may include (see validation policy)</p> <ul style="list-style-type: none"> • Industry consultation • Training assessment strategy reviews • Learner and Employer Questionnaire results <p>Processes for validating assessment strategies may include:</p> <ul style="list-style-type: none"> • Industry consultation • Structured validation of assessment tools • Peer review • Team assessment.

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

Step	Who	Procedure
7 Review and update training and assessment strategy	CEO	<p>Ensure a TAS is completed for each new or updated unit skill set or qualification.</p> <p>Ensure every qualification and delivery mode has its own TAS</p> <p>Only one TAS is needed for a qualification even if it is to be delivered across a number of locations, however it is important to ensure that all the different aspects of training, delivery method and assessment at different locations are reflected on that one TAS.</p> <p>Ensure the correct version of the TAS form is used in the registration process of: qualifications, accredited courses, standalone units and/or skills set with ASQA. However, the TAS can be updated whenever the qualification, unit and/or skill sets' training, delivery method or assessment strategies change.</p> <p>Examples include but are not limited to the following:</p> <p>Target group To determine the needs of different student cohorts ATAR Design should consider the following questions and document its approach:</p> <ul style="list-style-type: none"> • Are they workers, school leavers, mature learners or other? • Do they have existing skills and knowledge? • What is their current language, literacy and numeracy (LLN) level? • Will they require additional support for LLN? • Do they have special needs e.g. physical or intellectual disability? • Where will delivery and assessment take place? <p>ATAR Design supports VET learners through the following initiatives, which may also be able to assist in determining the needs of different student cohorts:</p> <p>Reasonable adjustment</p> <ul style="list-style-type: none"> • Implementation guide to assist you in applying reasonable adjustment for students with a disability to the qualification or unit of competency <p>Determine training delivery methods and schedule The delivery of VET courses may be on-the-job, off-the-job, online, block delivery, clustering of units – or any combination of these.</p> <p>There may be a range of factors which influence the delivery schedule including:</p> <ul style="list-style-type: none"> • The needs of the clients/learners (i.e. physical location, access and equity, disabilities, literacy and numeracy) • The requirements and work practices of enterprises • Any specifications for delivery or assessment in the relevant training package • Availability and location of resources • Capacity of workplaces to provide learning and assessment opportunities • Opportunities to group or cluster units of competency • Any legislative regulations and requirements of the industry

PROCEDURE – TAS DESIGN – 10 STEP PROCESS

Step	Who	Procedure
8 Identify / develop appropriate training and assessment resources	CEO	<p>Ensure you plan</p> <ul style="list-style-type: none"> Identify the types of assessment methods <p>Ensure you design and develop</p> <ul style="list-style-type: none"> context and conditions of assessment tasks to be administer to the student an outline of the evidence to be gathered from the student evidence criteria used to judge the quality of performance administration, recording and reporting requirements <p>Note: Outline the above in the Training and Assessment Strategy. For more detail refer to the training delivery and assessment policy.</p>
9 Validate training and assessment resources with industry / client	CEO	<p>Competency based assessment confirms that an individual can perform tasks to the standard expected in the workplace, as expressed in the relevant competency standards.</p> <p>Assessment strategies should therefore provide for a range of meaningful assessment activities within a work performance context.</p> <ul style="list-style-type: none"> Ensure your assessment strategies are valid, reliable, fair and flexible Ensure that sufficient evidence is collected to make a sound judgment of competency. Ensure the assessment strategies selected for a course complement each other, rather than require unnecessary duplication of work by the learner. Ensure, where learning has occurred in the workplace, consider what is available to demonstrate competence, in preference to applying additional assessment tasks as evidence.
10 Review and update training and assessment strategy	CEO	<p>Review and update the TAS implementing industry recommendations after you have completed the following but not limited to:</p> <ul style="list-style-type: none"> Industry meeting to discuss industry needs industry letters with specific needs <p>TAS development completion is based on findings of above and all recommendations are implemented accordingly.</p>





TRAINING AND ASSESSMENT STRATEGY DETAILS

NOTE: This training and assessment strategy should be read in conjunction with the Training and assessment plan and relevant policies and procedures and any reference materials noted in the training and assessment plan

Course code and title			
Name of the RTO	ATAR Design Pty Ltd	RTO No	45112
Contact details	Email:		
	Address:		
	Contact phone:		
	Contact name:		
Purpose of the training			
Mode of delivery			
Duration (extension and reductions)			
Entry requirements			
Target clients			
Pathways			
Packaging rules			
Access and equity			
Language, Literacy and Numeracy (LLN) assistance			
Student support services			
Location			

TRAINING AND ASSESSMENT END TO END PROCESS

How it works – Prior to commencement of training:

DELIVERY AND ASSESSMENT DESCRIPTORS

Induction	
Face to face (F2F)	
Self-directed learning (SDL)	
On the job practical (OTJP)	
Final assessment (FA)	

COURSE INFORMATION – UNITS AND NOMINAL HOURS – VOLUME OF LEARNING

Delivery mode Legend	F2F	Face to Face Instruction	SDL	Self-directed Learning	OTJP	On the job practical	FA	Final Assessment
Other descriptors	C	Core unit	E E/A E/B	Elective unit Elective Group A Elective Group B	VOL	Volume of Learning	NOM	Nominal Hours

Course outline

Unit code	Unit title	C/E	Nom hours	VOL hours	Delivery mode	F2F	SDL	OTJP	FA
					Total hrs				

Volume of learning	Hours:		Months:		Weeks:	
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Volume of learning Source: <http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf>

Volume of learning Table: <http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-one/clauses/clauses-1.1--1.4.html>

Volume of learning Rationale

TRAINING AND ASSESSMENT PLAN/SCHEDULE

Unit code	Unit title	Description	F2F Instruction	SDL & OTJP	Ass start week	Ass end week

LEARNING PROGRAM RESOURCES

TEXT BOOKS AND OTHER RESOURCES

Textbook Items	Title	Edition	Author	Reference /ISBN

LEARNING PROGRAM RESOURCES

LEARNING RESOURCES

The resources listed below will be available for Trainers/Assessors and Learners. All policies and procedures are available to staff and are provided at induction together with the Staff Handbook. All documents are held on Dropbox and SMS as applicable. All our RTO policies and procedures related to learners, are available to learners in the Student Handbook.

Unit code	Unit title	Powerpoint Slides	Learner Activity Workbook	Textbook Chapter	Reflective Journal and Logbook	Learning Journal

ASSESSMENT PROGRAM RESOURCES AND ASSESSMENT PLAN

Unit outcomes	All assessment tasks outlined per unit of competency must be deemed satisfactory to receive a competent outcome. Assessment tasks are grouped. A range of tasks are made up of the following methods:
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Assessment legend

Method	Code	Description
Written/Verbal Questions	WQ	These consist of short answer questions, multiple choice and true or false questions, which require the Learner to provide a considered written response.
Workplace Practical/Simulation Tasks	SIM	The Assessor will observe the Learner undertaking a specified task and/or role play. The Learner is required to complete relevant industry specific documentation as part of the task. Evidence is also recorded in an observation checklist which contains benchmarks and decision-making rules.
Projects	PR	The application of theory and practice such as: case study, action research, experiment, impact studies, planning for a complex professional task, field work etc.
Observations	O	The Workplace Observation Report/Verbal Interview allows for the Assessor to assess a Learner's actual work performance over a period of time.
Verbal Interview	V	Questions asked by the Assessor in conjunction with the Workplace Observation task to verify the validity of the Assessment question
Third Party Report	T	The Third Party Report allows for a supervisor/mentor to provide feedback on the practical tasks performed by the Learner, in the workplace.

ASSESSMENT PLAN

Unit code	Unit title	Task 1	Task 2	Task 3	Workplace Placement Workbook
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V
		WQ	SIM	PR	T/O/V

ASSESSMENT CONDITIONS

Reassessment

**Reasonable
adjustment**

**Recognition
process**

ASSESSMENT RESOURCE CONDITIONS

Unit code

Unit title

Required resources

POLICIES AND PROCEDURES

Plagiarism / copying of work	
Complaints and Appeals	
Assessment validation / moderation process and program evaluation	
Legislation	<p>ATAR Design follows all relevant Commonwealth and State laws. All of these documents can be sourced at http://www.austlii.edu.au/databases.html . Our RTO abides by the principles of the Privacy Act; however, the organisation may be required to provide student contact details to State or Federal Authorised personnel for the purpose of audit or upholding the law.</p>
Commonwealth legislation	
State / Territory	
Regulatory authorities / Standards	
Education and RTO legislation and standards	
Transition arrangements	
Educational support	
AVETMISS Reporting	

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

Trainers/Assessors are required to maintain the conditions as per clauses 1.13 – 1.16

<https://www.asqa.gov.au/standards>

Clause 1.13

In addition to the requirements specified in Clause 1.14 and Clause 1.15, ATAR Design's training and assessment is delivered only by persons who have:

- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment being provided; and
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

Clause 1.14

ATAR Design's training and assessment is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1.

<https://www.legislation.gov.au/Details/F2017C00663/1f63866f-b20b-4f39-b869-468c9048ea2d>

Clause 1.15

Where a person conducts assessment only, the ATAR Design ensures that the person has ensures that the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

Clause 1.16

ATAR Design ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

As per the recommendations made as a result of industry engagement trainers and assessors must hold a minimum of 5 years' experience in the VET sector no lower than a CEO or Administration Manager role.

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

On each trainers file is as follows:

Front cover – contact details

Tab 1 – Staff Induction includes staff induction end to end process form

Tab 2 – ID includes Police check, working with children check and Photo ID /other

Tab 3 – Curriculum vitae- includes a copy of CV with minimum 5 years employment history

Tab 4 – TAE – includes a certified copy of TAE credentials

Tab 5 – Qualifications and verifications includes the qualifications/verifications register with certified copies of the all relevant qualifications held by the staff member.

Tab 6 – Trainer Competency mapping includes Trainer/Assessor competency mapping document

Tab 7 – Currency - can includes letter from employer outlining the position description, position description on company letter verifying the dates of employment or other deemed acceptable on a case by case basis

Tab 8 – Professional Development Plan includes 12-month PDP

Tab 9 – Professional development register includes evidence for all PD for VET and industry in the current year (refer to section 3 of the PD register for a detailed list of acceptable CPD points)

Tab 10 – HR includes letter of offer, employment contract, Tax file declaration, Staff handbook, reference check procedure, New employee Personal details form

Document reference: Refer to staff policy and procedure

DELIVERY & ASSESSMENT STAFF & PROGRAM AREAS

Trainer and assessor summary

Trainer and Assessor 1

Trainers Name

TAE

Licences held

**Vocational
Competence**

Currency

Summary

Trainer and Assessor 2

Trainers Name

TAE

Licences held

**Vocational
Competence**

Currency

Summary

CONSULTATIVE PROCESS INDUSTRY FEEDBACK/ENGAGEMENT

Industry consultative processes

COMPLETE FROM INDUSTRY CONSULTATION DOCUMENT

Date of review	Name	Contact details	Area of expertise

Summary of above industry consultation and implemented comments

Monitoring and review of training and assessment strategy process

REQUIREMENTS TO ENSURE PROGRAM INTEGRITY

Requirements checklist	YES	NO	NA
Relevant training package is current and has been used to develop this Training and Assessment Strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target groups, course outcomes, entry requirements, RPL arrangements identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources including training and assessment staff have been sourced and mapped for all required units within the nationally recognised qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment tools have been developed and are validated to ensure they meet requirements of the units of competency (i.e. mapped to units of competency)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff involved in the delivery and assessment of this qualification, have direct access to the current version of the course materials including the appropriate training package rules, units of competency, assessment guidelines and qualification structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process for validation and moderation of assessment has been developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous Improvement of training and assessment identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a course induction/information pack made available to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cores and elective selection has been discussed with industry representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensing, legislative, regulatory or certification considerations made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk associated with the delivery of the program	YES	NO	NA
Potentially dangerous environments and industries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New area of training on scope of registration Industry consultation has been undertaken to ensure the course is meeting industry standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predominantly Classroom delivery supported with a simulated training environment suitable for training and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have sufficient host agreements been sourced to support the work placement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery relies on a partnership arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are trainers/assessor qualified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RTO ENDORSEMENT OF STRATEGIES

RTO Contact Name:	Jessica Kulpinac		
Address:	21 Ninth Avenue Rosebud		
Email:	jessica.kulpinac@atardesign.com.au		
Contact Phone Number at Workplace:	03 5977 7173		
RTO Representative Signature (after review of consultation)		Date	
Next review date of TAS	Ongoing and yearly review		

Policy, Procedure, Forms and Registers – Training and Assessment Strategies, and Resources V3
 ATAR Design. RTO: 45112
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5. Are the educational pathways for students undertaking this training program accurately identified?

6. Are the relevant job roles for students upon completion of this training program accurately identified?

7. Is the training program designed using Units of Competency that are consistent with the expectations of industry requirements and the employment opportunities that the students are being trained for?

8. Would you sequence the training and assessment of the unit/s of competency any differently?

9. Thinking about the time frame specified, do you think it is sufficient time for the student to apply skills and knowledge?

10. What is the volume of learning?

11. What are the placement hours required?

12. Thinking about the listed resources for the course delivery, what are your thoughts?

13. Would you recommend any additional resources or requirements for the resources required for course delivery? Why?

14. Are the delivery modes and training methodology sufficient for the successful delivery of this training program?

15. Would you consider the assessment process suitable for your workplace and/or staff within your industry?

16. Would you consider candidates demonstrating achievement through this assessment process competent in the workplace?

17. Are the facilities and equipment available to the students during the delivery and assessment of the training program sufficient?

18. Does the program structure provide a logical delivery sequence of the units?

19. Does the program structure provide sufficient learning time for students to grasp the required level of knowledge and skills required to meet industry expectations?

20. Do the evidence gathering techniques e.g. written assessments, project, activities, etc. Accurately determine the students' competency for each of the units?

21. Are there any specific assessment requirements within the relevant industry sector and does the assessment evidence requirements align to industry expectations?

22. Do the assessment instruments allow for demonstration of competency prepare the student for job readiness

23. What would be the level of industry skills and currency of trainers and assessors adequate/relevant for course delivery?

24. Detail any changes that you may like to suggest regarding the assessment process, method or tools.

25. Do you have any further comments?

26. Overall summary

Industry Advisor Comments on the TAS Arrangements	Outcome	
	Yes	No
The course structure is aimed at the appropriate level.	<input type="checkbox"/>	<input type="checkbox"/>
There is enough time to complete the course.	<input type="checkbox"/>	<input type="checkbox"/>
The elective units chosen are appropriate and will provide learners with relevant skills and knowledge for the local industry.	<input type="checkbox"/>	<input type="checkbox"/>
Are there any areas not addressed by current electives that would be beneficial for future offerings? (Please describe.)	<input type="checkbox"/>	<input type="checkbox"/>
The learning program provides sufficient emphasis and opportunity for learners to develop required knowledge to perform in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
The learning program provides sufficient emphasis and opportunity for learners to develop practical skills to perform in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
The units are delivered in a manner that is consistent with how tasks are performed in the workplace, for example, if unit by unit they are delivered in a logical order; if clustered they are grouped in a way that caters for how the task would be performed in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
The trainers/assessors have current industry knowledge and skills directly related to the course.	<input type="checkbox"/>	<input type="checkbox"/>
The assessment developed for the course ensures both knowledge and skills are demonstrated over a range of tasks.	<input type="checkbox"/>	<input type="checkbox"/>
The RTO has sufficient physical resources to create a simulated workplace environment or mechanisms to assess learners in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
Assessment methods are consistent with industry expectations (e.g. practical tasks, projects).	<input type="checkbox"/>	<input type="checkbox"/>
The course structure, learning program and assessment plan provides learners with a range of job pathways in the current industry environment.	<input type="checkbox"/>	<input type="checkbox"/>
If involved in previous validations, have recommendations been implemented appropriately.	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations for improvement of the TAS summary (If any)

Validation of the TAS by the Industry Advisor

<input type="checkbox"/> Would Approve	<input type="checkbox"/> Approve with Recommendations	<input type="checkbox"/> Would Not Approve
Industry Advisor Name:	Signature:	Date:
RTO Representative Name:	Signature:	Date:

Training and Assessment Industry Engagement Questionnaire – Assessment Tools Review

Qualification Code:			
Qualification Name:			
Unit Code:			
Unit Title:			
Industry Advisor:			
Organisation:			
Consultation date:	/ /	Position title:	
Contact details	Work telephone:		
	Mobile:		
	Email:		

Review the assessments tools for the below unit of competency against the following requirements:

As an industry representative, I feel that:	Yes	No
The delivery material meets our current industry requirements	<input type="checkbox"/>	<input type="checkbox"/>
The assessment material meets our current industry requirements	<input type="checkbox"/>	<input type="checkbox"/>
The method of delivering the training meets our current industry requirements	<input type="checkbox"/>	<input type="checkbox"/>

Recommended adjustments for improvements:

--

Does industry require modification (as identified above)?

--

Validation via feedback from industry

Name:	
Contact Number:	
Company Name:	
Position:	
Daily job roles and responsibilities:	
Years of experience:	
Please list the qualifications you hold, that are relevant to this training program.	
Qualification	Year Completed
The information provided in this document is based on my own experience and expertise within the industry, and is true and correct as of this date, below.	
Signature:	
Date:	___/___/___

Meeting Minutes

Date:		Time:	
Location:			
Meeting/Project Name:			
Minutes prepared by:			
1. Meeting objective			
Remarks			
2. Attendees present			
Name	Signature	Email	Phone
3. Agenda and notes, decisions, issues			
Topic	Owner	Time	
4. Action items			
Action description	Action to be taken by	Date to be actioned by	

Training Needs Analysis

Organisation Name		
Address:		
Qualification:		
Location:		
Industry Advisor:		
Position title:		
Contact details	Work telephone:	
	Mobile:	
	Email:	
Consultation date:		

Legend for priority ranking

1	Being urgent	2	Within 2 months	3	Being within 6 months	4	Being within 12 months	5	Future dated
Area / Department / Job role	Employee type in area / Job role	Key skills gaps required in this area / Job role	Priority ranking	Number of staff in role / area	Number to be trained	Proposed dates			

Industry Advisor Name:		Signature:		Date:	
RTO Representative Name:		Signature:		Date:	