

# Training and Assessment Strategy

<b>RTO name</b>	<i>Cut/paste from Training.gov.au *</i>		<b>RTO Code</b>	<i>Cut/paste from Training.gov.au *</i>
<b>Training package</b>	<b>Code</b>	<i>Cut/paste from Training.gov.au *</i>	<b>Version/Date</b>	<i>Cut/paste from Training.gov.au *</i>
	<b>Title</b>	<i>Cut/paste from Training.gov.au *</i>		
<b>Qualification</b> <i>Ensure that you clearly identify the training product to which the strategy relates. Include the code and full title to ensure this is clear.</i>	<b>Code</b>	<i>Cut/paste from Training.gov.au *</i>	<b>Version/Date</b>	<i>Cut/paste from Training.gov.au *</i>
	<b>Title</b>	<i>Cut/paste from Training.gov.au *</i>		
	<b>Packaging rules</b>	Certificate packaging rules: <i>Cut/paste from Training.gov.au *</i>		
		Download qualification from: <i>Cut/paste from Training.gov.au *</i>		
<b>Core and elective components (full qualifications)</b>  <i>If delivering a full qualification, identify core and elective components in accordance with the structure defined in the training package or course.</i>  <i>Define which elective units or modules are being offered so you can properly plan for all delivery variables.</i>  <i>Identify any entry requirements, as well as pre-requisite and co-requisite units, and the sequencing of delivery and assessment.</i>	<b>Code</b>	<b>Title</b>	<b>Core/ Elective</b>	<b>Pre / Co Requisites</b>
	<i>Cut/paste from Training.gov.au *</i>	<i>Cut/paste from Training.gov.au *</i>	<i>See packing ules</i>	<i>Look up in unit</i>
<b>Target Clients and Environment</b>	<i>Ensure that you clearly identify the <u>target group</u> and <u>student characteristics</u> in each strategy. Each strategy needs to be tailored to each target group. For example, a recognition of prior learning strategy may be utilised for students with previous knowledge, skills and work experience.</i>			
<b>Course Outcomes and Career Pathways</b>	<i>Ensure that you clearly identify the what your participants will achieve as an outcome from completing your program and what career pathways this may offer</i>  <i>Tip: sometimes the career pathways will be listed within your Qualification on Training.gov.au</i>			
<b>Entry requirements</b>	<i>Identify any mandatory requirements for students commencing the program, such as qualifications that must be held or a period of industry experience. You should also clearly identify where any entry requirements are set by your RTO and are not an entry requirement of the training product.</i>  -			

Comments in red are from the ASQA's Components of training & assessment strategies: Ref: <https://www.asqa.gov.au/standards/chapter-4/clauses-1.1-1.4-and-2.2>

Remember that the Qualification you choose here should be a simple one as it will relate to future assessment activities eg: you will take one of the units you've listed and put together a Training Proposal to a prospective client / you'll write related assessment tools related to your units selected / you'll deliver training based on some of the units listed

<b>Training and Assessment Arrangements</b> <i>To ensure students are able to obtain and absorb the required knowledge and skills prior to assessment, carefully choose and plan the learning resources you will use to guide them. Identify these resources in your strategy to ensure you obtain full coverage. Compare the physical resources required to deliver a training product with the resources available to your RTO.</i>	<b>Mode of Delivery</b> <i>Identify how the training and assessment is to be delivered—face-to-face, online, through workplace training or a mixture of different modes.</i>																																																					
	<b>Duration and Scheduling</b> <i>Analyse the nature of your student cohort. Use the analysis and any specific requirements of the training package to determine the amount of training for each cohort, the duration of the program and how your RTO will schedule training and assessment activities to ensure students are able to fully develop the required skills and knowledge prior to being assessed. It may be necessary to indicate variations for some cohorts due to their specific learning needs.</i>																																																					
<b>Assessment resources, methods and timing</b> <i>Training packages and VET accredited courses often specify resources that must be used in assessment at a unit of competency level. Include details of how you will ensure students have access to the resources that will give them the best chance of completing their study. Identify:</i> <i>- assessment resources (eg what equipment?)</i> <i>- assessment methods (tick the box of which suits best)</i> <i>- timing of assessment (eg when will this occur)</i> <i>- any training package requirements in relation to the training and assessment practices (such as mandatory work placement hours and how this is structured into the course delivery)</i> <i>- any adjustments that may be needed to cater for different student characteristics.</i>	<b>Units of competency</b> <i>Same as listed above</i>	<b>Learning, Assessment &amp; Physical Resources</b> <i>Many units of competency include detailed specifications of the resources required, so conducting this analysis at a unit of competency level ensures these requirements are addressed.</i>	<b>Assessment Timing</b> <i>At what point in your program will the assessment occur</i>	<i>Tick method that applies</i> <i>A = Written knowledge test</i> <i>B = Observation</i> <i>C = Project</i> <i>D = 3<sup>rd</sup> party report</i> <i>E = Other (specify in Resources)</i>																																																		
				<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	A	B	C	D	E																																													
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<p><b>Human Resources</b></p> <p><i>Either in a strategy or separately, document the human resources available to deliver the training product.</i></p> <p><i>This ensures suitable trainers and assessors are available for all training products on your RTO's scope of registration.</i></p> <p><i>Record this at a unit of competency level to ensure any specific requirements are met, and to allow your RTO to deploy staff efficiently.</i></p>	<p>Trainers and assessors hold the training and assessment competencies as determined by the Standards for Registered Training Organisations 2015 Schedule 1. Trainers and assessors hold vocational competency at least to the level being assessed, with broad industry knowledge and experience as well as a plan for vocational and training/assessment currency to be maintained.</p>							
	<p><b>Units of competency</b></p>	<p><b>Trainer Name/s</b></p> <p><b>NB Note if delivering training under supervision</b></p>	<p><b>Assessor Name/s</b></p>	<p><b>Trainer PD File Contains:</b></p>				
				<p>TAE40116 or higher qual held</p>	<p>Training Currency verified</p>	<p>Holds unit of competency</p>	<p>Has mapped ecompetencies</p>	<p>Industry currency verified</p>
<p><b>Team or supervision approach to training and assessment (if applicable)</b></p>								

<b>Moderation and Validation</b> <a href="https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation">https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation</a>	<p>Moderation and validation is conducted at least annually with other trainers and assessors. All assessment instruments are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide, as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made. Assessment is also validated to ensure that assessment processes and tools are valid, reliable, flexible and fair and that evidence is sufficient, valid, authentic and current (including clear information to the assessor and the candidate about the conditions under which assessment is conducted and recorded).</p> <p>All formal moderation and validation activities are documented.</p> <p>The processes used to validate and moderate assessment in this course are:</p> <ul style="list-style-type: none"> <li>• Training and assessment strategies developed in consultation with industry</li> <li>• Assessment items are reviewed annually by industry personnel as well as other trainers and assessors</li> </ul> <p>Comments for continual improvements are noted.</p> <p>Where more than one teacher is involved in delivery and assessment, moderation of assessment judgments is conducted at least annually however random samples will be moderated upon completion of each course.</p>											
<b>Consultation with Industry</b> <a href="https://www.asqa.gov.au/standards/chapter-4/clauses-1.5-and-1.6">https://www.asqa.gov.au/standards/chapter-4/clauses-1.5-and-1.6</a>	<p><b>Industry representatives consulted as part of the course development, implementation of the training and assessment strategy, internal review, and validation and moderation processes as appropriate.</b></p> <table border="1" data-bbox="352 577 1543 723"> <thead> <tr> <th data-bbox="352 577 711 640">Industry Representative</th> <th data-bbox="711 577 1059 640">Business Name / Contact Details</th> <th data-bbox="1059 577 1543 640">Feedback Provided</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 640 711 680"><i>Who will give guidance on this program</i></td> <td data-bbox="711 640 1059 680"></td> <td data-bbox="1059 640 1543 680"><i>What guidance might they give – see Q's below?</i></td> </tr> <tr> <td data-bbox="352 680 711 723"></td> <td data-bbox="711 680 1059 723"></td> <td data-bbox="1059 680 1543 723"></td> </tr> </tbody> </table>			Industry Representative	Business Name / Contact Details	Feedback Provided	<i>Who will give guidance on this program</i>		<i>What guidance might they give – see Q's below?</i>			
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<b>Training and Assessment Strategy Approval:</b>												
<b>Name:</b>	<i>RTO contact from Training.gov.au *</i>	<b>Signature:</b>	<i>Signature of approver</i>									
<b>Date:</b>	<i>Insert date</i>											

## Industry/Employer consultation

Employers will complete an Employer Questionnaire and participate in internal reviews, validation and forums as appropriate.

<b>Sample Questions</b> (Questions may need to be reworded to suit the audience)
<ul style="list-style-type: none"> <li>• Is the assessment process consistent with industry expectations?</li> <li>• Do the selected assessment methods and tools reflect current industry standards and practices?</li> <li>• Is the industry comfortable about employing graduates who have demonstrated achievement through this assessment process?</li> <li>• Do you think that this assessment process will preserve or improve workplace performance standards in your industry?</li> <li>• Will the assessment process fit comfortably within your organisation's activities and workplace culture?</li> <li>• Do the selected assessment methods and tools reflect current industry standards and work practices used in your business?</li> <li>• Did the assessment process have a positive impact on your organisation?</li> <li>• Were supervisors able to use the assessment tools effectively?</li> <li>• Did the assessment tools provide your organisation with useful information about your employees, trainees or apprentices?</li> <li>• Were the judgments made about the candidates' competencies consistent with your knowledge of these employees, trainees or apprentices?</li> <li>• Have the candidates assessed as competent throughout the assessment process continued to perform at the appropriate level?</li> </ul>