# 3.1.2 Training and Assessment Strategy Policy

## Purpose

The purpose of this policy is to ensure that training and assessment strategies (TAS) are designed, developed and delivered in accordance with the requirements of the relevant training packages for vocational education and training (VET) training products delivered by Acknowledge Education (AE) in accordance with the Outcome Standards for Registered Training Organisations (RTOs) 2025

This policy also provides guidance to individuals involved in the development of a TAS to ensure consistency in the learner outcomes and experience for students completing an accredited VET training product at AE.

## Scope

This policy applies to all training products within the scope of registration at AE, including accredited courses, skill sets and explicit units of competency. The TAS policy applied to all staff and contractors involved in the design, development, and delivery of training products delivered by AE.

## Relevant legislation

- Australian Qualifications Framework (AQF) Second Edition 2013
- Outcome Standards for Registered Training Organisations (RTOs) 2025, Standards 1.1, 1.2, 1.4, 2.3,
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

## Policy statement

The Training and Assessment Strategy (TAS) serves as the central document for each training product on an RTO's scope of registration, and directs the RTO on how to design, develop, and deliver accredited education and training. An individual TAS is required for every training product on an RTO's scope, including different variations or "streams" of the training product.

AE is dedicated to ensuring that each individual TAS is developed, implemented, and consistently monitored in line with the relevant training package or accredited course requirements in alignment with the Outcome Standards for RTOs 2025.

A core priority for AE is to design each TAS in a manner that equips students with the requisite knowledge, skills and expertise to successfully achieve the training outcomes required for all the units of competency in which a student is enrolled, and to thereby complete the requirements of their enrolled training product.

When developing a TAS, AE will actively seek to engage with industry, employer and community representatives during the development process (Standard 1.2). This industry consultation process ensures that a TAS is designed to meet both current and emerging industry needs and practices.

AE ensures that each TAS comprehensively documents the training and assessment approach for the qualification or skill set, including delivery mode, sequence of training, assessment methods, learner support strategies, and trainer/assessor requirements. This ensures transparency and compliance with relevant training package requirements and institutional methodology

Each TAS is to be reviewed and updated on an annual basis following an industry consultation process to ensure that the training products continue to align to the needs and practices of the related industry.

## Policy principles

### Training and Assessment Strategy requirements

AE adopts a blended, learner-centred approach to training and assessment. Delivery methods are primarily face-to-face, supported by practical and workplace components, and some online delivery. Delivery methods for each qualification/unit of competency is implemented in accordance with the training package requirements and the needs of the student cohort. This approach ensures that training is industry- and vocation-relevant, and designed to support skill development in real-world contexts. Each TAS reflects this overarching methodology as part of AE's commitment to high-quality, compliant training delivery.

During the design and development of each TAS, AE will follow the guidance from the relevant training package, associated implementation materials, and the requirements set in the Outcome Standards for RTOs 2025. The development process covers a range of key elements, including but not limited to:

- Training package requirements on how training products must be structured.
- The overall purpose and justification for offering the training product.
- The profiles and learning needs of the any targeted student cohort, including consideration of students requiring additional support, and delivery and support requirements of international students.
- Selection of core and elective units of competency that will form the structure of the training product.
- The minimum entry criteria for admission.
- Any prerequisite units of competency.
- Consultation with industry, employers and community representatives to ensure that training and assessment practices are current, relevant, and reflective of industry expectations and standards (Standard 1.2).
- Evidence of how feedback and advice from industry, employers and community representatives is used to inform changes to the TAS (Standard 1.2).
- How feedback from a variety of other sources, such as student survey feedback, course completion rates and continuous improvement initiatives arising from validation activities is used to inform changes to the TAS
- The modes of delivery for the training product, while ensuring that no more than 33% of the training is delivered through an online mode of delivery (for international students).
- The volume of training and assessment that is being delivered is aligned to the Australian Qualifications Framework (AQF) Volume of Learning version 2 (2014), clearly articulated to the student (Standard 2.1) and consistent with the principles of Standard 1.1 of the Outcome Standards for RTOs 2025.
- Training hours and assessment hours are to be differentiated within the TAS.
- Trainers and assessors are required to have demonstrated competency and currency for the unit they are delivering in accordance with the VET Trainer and Assessor Professional Development and Industry Currency Policy and Procedure.
- The range of educational and support services available to students to support student progression (Standards 2.3, 2.4, 2.5 & 2.6).
- The sequence and program scheduling for the training product.
- The approach to assessment, including methods used and the requisite hours for completion.
- How the assessment strategies adhere to the principles of assessment (validity, reliability, fairness, and flexibility) and the rules of evidence (validity, sufficiency, authenticity, and currency) (Standard 1.4).
- The resources required for effective delivery and assessment, including physical infrastructure, learning materials, assessment tools, and human resources (Standard 1.8).
- Qualifications, industry experience, industry currency and ongoing professional development required for trainers and assessors to remain competent and current in their fields.
- Strategies for recognition of prior learning and credit transfers (Standards 1.6 & 1.7).
- Strategy for transitioning students into new versions of training products as they are released.
- Details of any third-party arrangements related to the delivery of training and assessment, if applicable.
- For Skills First-funded students, the TAS must align with and inform the individual Training Plan.
- The Training Plan must document unit sequencing, delivery mode, timelines, and assessment methods consistent with the TAS.
- Changes to TAS delivery must trigger a review and update of affected Training Plans.

## Pre-requisite units of competence

Each TAS must be reviewed against the latest training package to identify any prerequisite units of competency (UOC). Where a prerequisite UOC exists, this must be detailed in the TAS together with the associated UOCs.

The program schedule within the TAS must be created in a manner that prohibits students from being trained in prerequisite UOC at the same time as an associate UOC.

Training in an associated UOC is not permitted under any circumstance until the student has been assessed as "competent" within the prerequisite UOC.

## Scheduled hours (Skills First compliance)

For Skills First-funded students, the TAS must clearly identify the scheduled hours for each unit of competency and the overall program:

- Scheduled hours are the nominal teaching, learning and assessment activity hours that the student is expected to attend and/or actively engage with.
- The scheduled hours in the TAS must:
    - Match the hours reported in AVETMISS (NAT120 Enrolment File).
    - Be consistent with the hours listed in each student's Training Plan.
    - Reflect the actual delivery and assessment strategy (face-to-face, online, blended).
- Trainers and assessors must not reduce or inflate scheduled hours outside of the TAS without formal approval and documentation.
- Any variation to scheduled hours must trigger an update to the TAS, the student's Training Plan, and the reported data to the Department.

## External consultation

AE is committed to ensuring that both its training and assessment strategies, as well as training and assessment practices, are aligned with the expectations and requirements of industry, employers and community representatives in accordance with Standard 1.2 of the Outcome Standards for RTO's 2025.

During the development of a TAS for a training product, AE will actively seek advice and feedback from industry, employers and community representatives in relation to, but not limited to, the following:

- Identifying the qualifications, accredited courses, or skill sets that effectively address the current and emerging skills, knowledge and expertise needs of the industry.
- Choosing elective units of competency that are most appropriate and valuable for particular sectors or job roles.
- Understanding specific industry needs, operational requirements, or other contextual factors that may influence the TAS.
- Identifying the skills, knowledge, industry experience and ongoing professional development necessary for trainers and assessors to remain current and effective.
- Assessing the resources needed to deliver training and assessment in a manner that is both practical and relevant to real-world industry contexts.
- Industry, employer and community advice and feedback that contributes to the ongoing review and continuous improvement of the TAS, ensuring that training products remain responsive to industry changes and evolving workforce needs.

Industry consultation is undertaken during both the development and review of each TAS and includes the following steps:

- The draft or updated TAS is circulated via email to selected industry, employer, and community representatives.
- A structured feedback form accompanies the TAS to guide responses.
- The Head of Department coordinates the consultation process.
- Feedback is analysed and used to inform decisions on:
    - Elective unit selection
    - Delivery modes

    - Assessment methods
    - Trainer and assessor competencies
    - Resource requirements
- The Head of Department is responsible for documenting consultation outcomes and incorporating them into TAS revisions, ensuring each TAS reflects current and emerging industry practices.

All evidence of feedback and contributions resulting from external consultation in the development, monitoring, or updating of a TAS will be retained as evidence and used to drive continuous improvement at AE.

## Guiding procedures

### Development and approval

AE is required to develop a Training and Assessment Strategy (TAS) for each training product it delivers. This includes:

- Qualifications
- Recognised skill sets
- Standalone units of competency
- Accredited courses

A TAS must also be developed in the following circumstances when:

- A training product is being added to AE's scope of registration.
- An existing training product is to be delivered in a new location or delivery mode.
- A distinct learner cohort requires a modified delivery or assessment approach (e.g. international students, school-based learners, or those requiring significant learning support).
- A training package is updated and a new version of the training product is released.
- A superseded training product is replaced, even if the replacement is deemed equivalent.
- Feedback from industry consultation, assessment validation, or internal review processes identifies the need for a revised strategy.

TAS documents are developed by the relevant Head of Department using the approved AE TAS template and in alignment with the training package and AE's overarching methodology. Each unit within the TAS must have evidence of being mapped to the assessment conditions, including those with practical components and simulated environments.

Once developed, the TAS is:

1. Reviewed and endorsed by the Dean
2. Provided to relevant industry representatives for review and endorsement. This step ensures alignment with current industry standards and expectations, and must be completed prior to final ratification.
3. Submitted to the VET Quality and Compliance Committee along with evidence of industry consultation, for quality assurance, feedback, and ratification.

This structured process ensures each TAS is compliant, pedagogically sound, and responsive to the needs of both industry and learners.

### Monitoring and review

As part of AE's continuous improvement process, each TAS is to undergo a full review on an annual basis following external consultation to ensure that the TAS remains relevant and aligned with the needs and requirements of their respective industry.

- Course Coordinators will monitor updates to training packages and accredited courses, ensuring that any necessary revisions to a TAS are made to reflect changes as required.
- To ensure consistency, Course Coordinators are required to work with the latest version of AE's TAS template when developing a new TAS or updating an existing one.
- The Head of Department is responsible for drafting all required TAS updates.
- Any proposed changes to a TAS arising from a review are recorded with the updates implemented as required. If a review determines that no changes are necessary, this outcome will also be formally documented.
- Updated TAS documents must be:
    - Reviewed and signed off by the Dean, and
    - Submitted to the VET Quality and Compliance Committee for review and feedback.

- When ratified by the VET Quality and Compliance Committee, an implementation plan will be developed with a "go live" date for the implementation of the revised TAS.
- Heads of Department and Course Coordinators will ensure that only the most current and approved version of a TAS is in active use and referenced in all relevant contexts by its version number.
- The Academic Team is responsible for implementing approved changes and updates contained in the reviewed TAS.
- In instances where a training package update results in an existing training product being replaced or superseded, AE will design a new TAS specific to the new training product. This will occur even if the new training product is deemed equivalent to the existing training product as there may be changes to specific units of competency within the new training package. A transition plan is put into place to support students who are currently enrolled in the replaced or superseded training product.
- Further guidance on managing transitions between training products is detailed within AE's Teach-Out and Transition Policy and Procedure.
- Prior to final approval and implementation, each TAS must be reviewed using the AE TAS Compliance Checklist. This checklist must confirm:
    - Mapping of assessment conditions to individual units of competency
    - Alignment of course duration and scheduling with PRISMS-reported CRICOS durations
    - Trainer and assessor qualifications mapped at unit level
    - Documentation of industry consultation with feedback actions clearly identified

Completed checklists are submitted to the VET Quality and Compliance Committee and retained for audit purposes.

## Record keeping

AE will retain records of current and previous versions of a TAS and associated documentation, including but not limited to minutes of meetings as part of the external consultation process, approvals from the VET Quality and Compliance Committee, and continuous improvement initiatives that have been recorded within AE continuous improvement register.

AE will meet the following record keeping requirements

- TAS documents, industry consultation evidence, and related Training Plans must be retained for at least seven years for Departmental audit.
- AE must ensure TAS versions are controlled, accessible, and consistently referenced in Training Plans and student files.

The purpose of retaining historical versions of a TAS is as follows:

- Provision of the TAS and supporting documentation to regulatory bodies upon request.
- Answer queries regarding historical transition arrangements.
- Address questions relating to differences between training product versions.

## Definitions

The definitions below are adapted from ASQA's Glossary of terms .

| Term | Definition |
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| Assessment | The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course. |
| Assessment validation | 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 recommending improvements to the assessment tool, process and/or outcomes and acting on the recommendations. |
| Australian Skills Quality Authority (ASQA) | The national regulator for Australia's vocational education and training (VET) sector, responsible for ensuring that RTOs meet the required standards and deliver quality education and training. |
| Australian Qualifications Framework (AQF) | A national policy for regulated qualifications in the Australian education and training system. It ensures that qualifications across different sectors of education (such as VET and higher education) are nationally consistent and recognised. |
| Mode of delivery | The method adopted to deliver training and assessment, including face-to-face, online, distance, or blended methods. |
| Registered Training Organisation (RTO) | An organisation registered by the Australian Skills Quality Authority (ASQA) or a state regulator to deliver nationally recognised training and qualifications in compliance with the Outcome Standards for RTOs 2025. |
| Recognition of Prior Learning (RPL) | An assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. |
| Third party | Any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee. |
| Training | The process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration. |
| Training and Assessment Strategy (TAS) | A comprehensive plan that outlines the framework for delivering and assessing a training product to meet the requirements of a training package. |
| Training package | The endorsed components of a Training Package are units of competency, assessment |

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| | 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 implementation. |
| Training product | An AQF qualification, skill set, unit of competency and accredited short course. |
| Units of Competency (UoC) | Specific components of a qualification in the VET sector that define the skills and knowledge required to achieve competency in a particular area of work or study. UoCs form the building blocks of qualifications and accredited courses. |
| Vocational Education and Training (VET) | A sector of education and training focused on providing skills and knowledge for work. VET courses are often industry-specific and designed to meet the needs of various sectors of the workforce. |
| Volume of learning | The AQF Volume of Learning v2 2014 guidelines describes how long a student, who does not hold any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. Volume of learning includes all teaching, learning and assessment activities to achieve the learning outcomes. |

- Awarding Credit Transfer (CT) and Recognised Prior Learning (RPL) in VET Programs Policy and Procedure
- Continuous Improvement Policy
- Delivering with Other Parties Framework
- Inclusive Education and Accessibility Policy
- Respecting Diversity and Facilitating Access and Equity Policy and Procedure
- Student Assessment and Grade Management Policy
- Teach-Out and Transition Policy and Procedure
- VET Trainer and Assessor Professional Development and Industry Currency Policy and Procedure
- Work-Based Placement Guidelines

## Policy Information

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## Change Log

| **Date** | **Version** | **Version by** | **Notes** |
|---|---|---|---|
| 01/10/2024 | 1.0 | N. Whatley | Developed |
| 11/07/2025 | 1.1 | Head of Risk and Compliance | Updated policy in line with the Outcome Standards for RTOs (2025). |
| 18/09/2025 | 1.2 | MN | Review and minor updates. |