


POLICY		
Ref. to Legislative Frameworks: SRTO2015: 1.1, 1.2, 1.3, 1.4	Training and Assessment Strategies and Practices	
Version: 2.0	Approved by: Chief Executive Officer	Issued on: 1/4/2018 Review by: 1/4/2020

Revision History

Current Version	Description of Change	Author	Effective Date
2.0	The role of the VET Quality Committee is incorporated.	Quality Assurance Support Officer	01/04/2018

PURPOSE

This policy outlines the principles applied to the development of Training and Assessment Strategies (TAS) and guides trainers and assessors when structuring and sequencing learning programs.

POLICY STATEMENT

AAPoly is committed to the provision of high-quality vocational education through the development of pedagogically sound and compliant Training and Assessment Strategies and tools. Training and Assessment strategies will be contemporary in design, effective in the delivery of training and assessment outcomes, industry-relevant and meet all regulatory requirements.

SCOPE

This policy applies to all qualifications listed under the scope of AAPoly's registration and relates to all staff involved in designing, delivering, assessing and monitoring training of these programs, including recognition of prior learning.

DEFINITIONS

Assessment	Assessment means 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.
Clustering	The process of grouping competencies into combinations which have meaning and purpose for learning, assessment or work-related needs.
Training and assessment strategies and practice	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. A framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.
Training Strategies	Training strategies include the approach taken by RTOs to structure and sequence activities in delivering training to learners in order to prepare them for assessment against the relevant units of competency in a Training Package. The approach will depend on the needs of learners and/or enterprise, the available resources and the requirements of the Training Package.
UoC	Unit of Competency.

Volume of Learning

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Australian Qualifications Framework (AQF) qualification type. It is expressed in equivalent full-time years.

POLICY GUIDELINES AND PRINCIPLES

1. The Training and Assessment Strategy of a course is the lead document which informs the design of assessments and training methods, preparation of marketing and recruitment material and the selection of appropriately qualified teaching staff.
2. Each course on AAPoly's registration scope will have an up-to-date, validated, industry-relevant Training and Assessment strategy which meets the requirements of the prevalent regulatory standards.
3. Training and Assessment Strategies will be periodically reviewed, currency maintained through industry consultations and independently validated by suitably qualified persons.

RESPONSIBILITIES

Trainer/Assessor - Participates in development, validation and moderation of Training and Assessment Strategies. Implements Training and Assessment Strategies and ensures they are up-to-date with transitioning from superseded Training Packages, qualifications and units of competency.

Course Coordinator – Develops, validates, moderates, updates and maintains the currency of a Training and Assessment Strategy for each learning program that meets qualification and UoC requirements, is relevant to the industry and workplace, addresses relevant business needs and provides consistent, high-quality delivery and assessment to students. Ensures relevant staff are clear about how the program is to be implemented, evaluated, moderated and validated.

Faculty Head – disseminates the policy and related procedure to trainers and assessors. Oversees the implementation of the policy and procedure and suggest improvements.

FEEDBACK

Queries or feedback about this policy should be directed to the CEO through suggestionstotheceo@aapoly.edu.au. The CEO will respond to the written question or feedback within two (2) weeks from the receipt unless an extenuating circumstance requires an immediate response or action. The feedback and subsequent outcome will be documented in the version register which will form a part of quality assurance and continuous improvement of AAPoly.

REFERENCES

Source	Document Title	Version/Date
Internal	Industry Consultation and Engagement Policy and Procedure	v2.0 060402018
External	ASQA Standards for Registered Training Organisations	2015