



Policy and Procedure			
Doc #: PP - 1.9		Training and Assessment Strategies and Practices	
NVETR (Outcome Standards for NVR RTO) Instrument 2025: Division 2, Clause 1.3	NC: 6, 8, 11		
Credential Policy Section 3			
Rev #: 8	Approved By: Bib Dotel	Date: 06/05/2025	

REVISION HISTORY			
Rev	Description of Change	Author	Effective Date
1	New – Adopted from BMC	Zita	25/09/14
2	Changed SNRs 15.1,15.2,15.3,15.5,16.1,16.4,25.1 to Standards 1.1 to 1.11 Added Independent Validator/s in Clause 5.4.3 with its definition.	Jeevan	01/04/15
3	Standards 8.5 and 8.6 have been included. Section 3.3 has been changed. Volume of Learning in Section 3.8 has been added. Section 5.4.2 has been updated. Section 5.4.3 has been updated. Link to a guide on how to cluster for delivery and assessment has been added in Section 5.6.2	Cindy	21/03/16
4	Updated to reflect new National Code standards. Added clause 5.7.	Elaine	18/12/17
5	Updated clause 5.7 and added clause 5.7.5.	Elaine	6/12/2019
6	Removed Procedure Flowchart	Jason	21/02/22
7	Updated to meet the Outcome Standards (Revised Standards for RTOs). Included references to new Outcome Standards. Updated the clauses 5.3.3 Validators, 5.6.1 Online Learning Component (included reference to National Code), 5.6.6 Self-directed learning, and 5.8 Document Control of TAS.	Moinul	31/01/25
8	<ul style="list-style-type: none"> Updated purpose of the policy to include AAPoly and STA Retired AAPoly and STA Training and Assessment Strategies policies and procedures Updated the mapping of the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 and the Credential Policy 	Compliance	06/05/25

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1.0 Purpose

- 1.1** Academies Australasia VET Colleges (the College), as listed in Schedule 1, are committed to the provision of high-quality vocational education and training (VET) through the development of pedagogically sound and compliant training and assessment strategies and tools.
- 1.2** This policy and procedure outline the approach applied to the development of Training and Assessment Strategies document and provide guidance to Course Coordinators and Trainers/Assessors on structuring and sequencing learning programs.


2.0 Scope

- 2.1** This policy and procedure apply to all vocational qualifications listed under the scope of registration and relates to all staff involved in designing, delivering, assessing and monitoring training relevant to the program they are delivering and/or assessing.

Note: This policy and procedure apply to staff delivering training and assessment through a variety of different methodologies including recognition of prior learning (RPL).

3.0 Definitions

- 3.1 Assessment** – A process to determine a student's achievement of expected learning outcomes based on vocational and qualification requirements. Assessment methodology may include but is not limited to question and answer, observational assessment, analysis of case studies, workplace assessment and research and project tasks.
- 3.2 Clustering** – The process of developing assessment materials that meet the requirements for groups or clusters of units of competencies rather than individual units, reducing content duplication and minimising the amount of training required.
- 3.3 Training and Assessment Strategies (TAS)** – The framework that guides the learning requirements and training and assessment arrangements of a VET qualification within the College's scope of registration. The TAS is a document that is continually improved to reflect changes from the relevant Training Package and the industry for which the training and assessment services are being provided.
- 3.4 Training Strategies** – Include the approach taken by Registered Training Organisations 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

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enterprise, the available resources and the requirements of the Training Package.

3.5 **RTOs** – Registered Training Organisations.

3.6 **UoC** – Unit of Competency.

3.7 **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 AQF qualification type. It is expressed in equivalent full-time years.

4.0 Responsibilities

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

4.2 Course Coordinator (CC) – Develops, validates, moderates, updates and maintains currency of a TAS document 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.


5.0 Procedure

5.1 Procedure Details

Step 1. Pre-Development

5.1.1 In the pre-development phase, the CC identifies the following in consultation with the Trainers and Assessors:

- Qualification code and title
- Core and elective UoCs, including pre-requisites
- Target group including characteristics of the learners such as demographics
- Mode of delivery methods including face-to-face, workplace based, online or a combination of these
- Entry requirements

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- Amount of training and volume of learning
- Duration and scheduling
- Assessment resources, methods and timing
- Learning resources
- Human resources
- Physical resources
- Articulation pathways
- Special needs and disability considerations

The CC checks if the chosen elective units are in accordance with the training packaging rules.

For workplace-based training, the CC in liaison with the employer identifies the learning needs and program logistics. Elective units are contextualised to meet the needs of the learners and employer.

Step 2. Development

5.1.2 The CC prepares the TAS based on the information determined with the Trainers and Assessors during consultation.


5.1.3 The CC then consults with industry representative(s) about the TAS, including the selection of elective units.

5.1.4 Industry representative provides feedback. The CC then finalises the TAS.

Step 3. Post-Development

5.1.5 During the post-development stage, strategies for evaluation are outlined by the CC in the TAS document to ensure that the training program continues to meet industry requirements. Evaluation strategies include internal auditing and engagement with employers and industry.

- Industry consultation / employer collaboration sourced.
- All areas of TAS template completed.
- Program sent to CC.
- Program validation scheduled and completed at scheduled intervals.
- Assessment tools are reviewed (as a pre-validation) prior to use to ensure assessment can be conducted consistent with the principles of assessment and

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rules of evidence.

- Implementation of the Program for delivery
- A sample of individual student records are moderated to assess and validate individual TAS against qualification and/or UoC requirements.

5.2 Training and Assessment Strategy

5.2.1 The TAS document is the 'Action Plan' to deliver and assess both accredited and non-accredited programs. The overall aim of the TAS is to ensure that:


- There is a structured approach to planning and delivering of training and assessment that meets qualification and UoC requirements.
- Training and Assessment is relevant to the industry and workplace and addresses relevant business needs.
- Documentation is available to ensure staff are clear about how the program is to be implemented, evaluated, moderated and validated.
- All program logistical requirements are met.
- Consistent, high-quality delivery and assessment for all students.
- Clustering of units is used where appropriate.
- UoC's are sequenced to maximise understanding.

5.2.2 The Training and Assessment Strategy is the central parent document to all other documents used in the training and assessment for the relevant learning program. The College develops and maintains a Training and Assessment Strategy for each Training Package qualification within its scope of registration. If there are specific cohorts of students with varied requirements (e.g. NSW Smart & Skilled funded courses for local students), a separate Training and Assessment Strategy is prepared. Important supporting documents include training resources, assessment resources, industry resources and training management resources. The strategies developed may also be supported by other resources such as industry regulations.

5.3 Validation and Moderation

5.3.1 The meeting is scheduled per the Validation Schedule. Prior to the commencement of any validation/moderation meeting, the participants are provided with copies of the various assessment tools and the related UoC, as well as a copy of the Record of Program and Assessment Validation/Moderation. Validation of TAS occurs throughout the development process and post-development.

5.3.2 The validation/moderation is conducted using the relevant Assessment Validation/Moderation forms. The program or assessment tools are reviewed to ensure

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they:

- Meet the requirements of the Training Package.
- Align with the “Performance Evidence and Knowledge Evidence”, as defined in the Assessment Requirements.
- Collect sufficient, valid, reliable and authentic evidence from the student to demonstrate competence.

5.3.3 Validation can be undertaken by a team of people. The College ensures validation is undertaken by people who collectively have:

- industry competencies, skills and knowledge relevant to the training product,
- a practical understanding of current industry practices relevant to the training product, and
- at least one of the individuals undertaking the validation must have one of the following training and assessment validation credentials (TAE40122 Certificate IV in Training and Assessment or its successor, TAE40116 Certificate IV in Training and Assessment, TAE40110 Certificate IV in Training and Assessment, A secondary teaching qualification and TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor, TAESS00019 Assessor Skill Set or its successor, TAESS00011 Assessor Skill Set, TAESS00001 Assessor Skill Set, or A diploma or higher-level qualification in adult education or vocational education and training)¹.

5.3.4 All documentation completed through validation and moderation meetings are returned to CC to be stored securely. CC documents findings and ensures related changes are made to related programs and or assessment tools.


5.3.5 CC updates the relevant TAS, Program and /or Assessment tool documents. CC will notify all trainers / assessors and other relevant staff of any changes to the program, assessment tools or methodologies that come out of the validation process.

5.3.6 All those who contribute to the validation/moderation process will have their staff professional development records updated, as evidence of participation in professional development activities.

5.3.7 All documentation from the validation/moderation session is retained with other training and assessment related documents (such a mapping tools) within the training program and uploaded to the server.

5.3.8 Full documentation is contained in the TAS for each program. Other supporting documents are also completed at the development stage of the TAS, including:

¹ Credential Policy, Revised Standards for RTOs

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- Draft timetable.
- Trainer/Assessor matrix.
- Delivery locations.

5.4 Industry Consultation

5.4.1 Conducting industry consultation is vital to ensuring that the TAS will provide learners with the necessary knowledge and skills to complete workplace tasks to the standard that is required in the workplace. The College has a policy and procedure in place for Industry Consultation.

5.5 Clustering UoCs

5.5.1 In order to meet students' needs and maximise outcomes, the College also uses clustering of training products to enhance the Training and Assessment experience.


5.5.2 Clustering is a process that can be used when developing Training and Assessment materials. It involves the development of processes and materials that meet the requirements for groups or clusters of units of competencies rather than individual units, reducing content duplication and minimising the amount of training required. The process is generally used to:

- meet the required competency profile of the student;
- reflect the workplace in the Training and Assessment experience;
- maximise the opportunities for holistic evidence gathering in the assessment process;
- address the co-requisite requirements of the unit of competency; and
- maximise efficiency of effort for the trainer/assessor and the student.

The following (Clustering units of competency: A guide to how to cluster for delivery and assessment. Department of Training and Workforce Development 2013, 3rd edition can be found at: <http://hdl.voced.edu.au/10707/339567>.

5.6 Online Learning

5.6.1 In accordance with the requirements of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, the college limits distance and/or online learning to no more than one-third of the total course per enrolment period.

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5.6.2 In order to create an effective learning infrastructure, the College has provided a wide range of resources and facilities to the students as well as trainers and assessors. This includes but not limited to:

- Student Management System (Paradigm) – where students enrol their subjects and checks academic results each term.
- Learning Management System (E-learning) – facilitates the upload and download of learning resources online, supports assessment submissions, facilitates online exercises and quizzes, and contributes to better communication between trainer and learners.

5.6.3 All learning materials are uploaded in e-learning which students have access to. Students are required to go through the resources and communicate with trainers/assessors for any queries regarding the learning materials using various communication technologies inbuilt within the LMS system. Students are provided a scheduled consultation time with trainer/assessor for any aspect of the unit of competency that is delivered online.

5.6.4 Trainers/Assessors send regular reminders to students about studying the learning materials uploaded on e-learning.


5.6.5 To meet the self-directed study hours for online components, students complete multiple-choice quizzes allocated for the subject. These quizzes are integrated into subjects that have allocated online hours within the training and assessment strategy.

5.7 Academic Staff

5.7.1 All staff involved in designing, delivering, assessing and monitoring training must read and use the strategy document relevant to the program they are delivering and/or assessing. Staff use relevant Training and Assessment Strategies to inform the design, delivery and assessment of their learning programs.

5.7.2 Information and training sessions are held to inform trainers/assessors about Training and Assessment Strategies developed due to changes in Training Packages, qualifications, units of competency and learning programs. Sessions also include training on unpacking Training Packages, qualifications and units of competency.

5.7.3 The Information sessions for a new training and assessment strategy ensure that our trainers/assessors are up to date with transitioning from superseded Training Packages, qualifications and units of competency.

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5.8 Document Control


5.8.1 The College uses the E-library to centrally manage Training and Assessment Strategies and Tools, ensuring that updates are restricted compliance department in collaboration with course coordinators. The Document Control system is managed to ensure the authorisation, development, recording, review, revision, circulation, storage and disposal of Training and Assessment Strategies and tools.

6.0 References

- 6.1 Course Credit Policy and Procedure
- 6.2 Complaints and Appeals Policy and Procedure
- 6.3 Access and Equity Policy and Procedure
- 6.4 Industry Consultation Policy and Procedure
- 6.5 Assessment Validation Policy and Procedure
- 6.6 Document Control Policy and Procedure
- 6.7 Training and Assessment Strategy Template
- 6.8 Student Handbook and Course Guides
- 6.9 Industry Consultation Form
- 6.10 Skills Recognition Tool Kit
- 6.11 Trainers and Assessors Profile and PD Portfolio
- 6.12 Validation and Moderation of Assessment Tool Template
- 6.13 National Code of Practice for Providers of Education and Training to Overseas Students 2018
- 6.14 National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025
- 6.15 The Credential Policy (Revised Standards for RTOs)

7.0 Appendices

- 7.1 Training and Assessment Strategy Template
- 7.2 TAS Validation Template
- 7.3 Schedule 1

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Schedule 1

Academies Australasia Institute (AAI)
Academies Australasia Polytechnic (AAPoly) Vocational
Australian College of Technology (ACT)
Clarendon Business College (CBC)
Supreme Business College (SBC)
Skills Training Australia (STA)