

Training and Assessment Strategy (TAS): <Insert year>



See [Appendix 1](#) at the end of this document for instructions and supporting information

Review and Approval

TAS Reviewed and Approved by Head of School, Deputy Head L&T or Associate Dean VE	Name: Click here to enter text.	Date Approved: Click here to enter a date.
Industry/Employer Endorsement (PAC endorsement)	Name: Click here to enter text.	Date Approved: Click here to enter a date.
Approved for use by VE Learning and Teaching Working Group		Date Endorsed: Click here to enter a date.

1.0 Information

1.1	National Qualification Code	Click here to enter text.		
1.2	National Qualification Title	Click here to enter text.		
1.3	RMIT Program Code	Click here to enter text.		
1.4	RMIT Plan Code (if applicable)	Click here to enter text.		
1.5	Delivery Period	This TAS applies to delivery in: Semester #, Year		
1.6	Program Type Tick all that apply	<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Traineeship <input type="checkbox"/> Fee for Service	<input type="checkbox"/> Commercial <input type="checkbox"/> Funded by State Govt <input type="checkbox"/> Workplace delivery	<input type="checkbox"/> Other (describe in comment below) Click here to add comments (if needed)
1.7	Delivery Location & Mode Tick all that apply	<input type="checkbox"/> RMIT City Campus <input type="checkbox"/> RMIT Brunswick Campus <input type="checkbox"/> RMIT Bundoora Campus <input type="checkbox"/> Interstate	<input type="checkbox"/> Fully Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Blended delivery (Online and Face-to-Face) <input type="checkbox"/> Offshore	<input type="checkbox"/> Other (describe in comment below) Click here to add comments (if needed)
1.8	Program Manager	Name: Add name	Phone: Add phone number	Email: Add email address
1.9	Program Coordinator	Name: Add name (if applicable)	Phone: Add phone number	Email: Add email address
1.10	College	<input type="checkbox"/> BUS <input type="checkbox"/> DSC <input type="checkbox"/> SEH <input type="checkbox"/> Other Add comment (if needed)		
1.11	School	Click here to enter text.		

2.0 Planning

2.1 Context for Delivery & Assessment - [Click here to enter text.](#)

Present a high-level view of program delivery and assessment including:

- A description of the location and teaching environment including access to any specialist facilities and equipment.
- Duration, activities, clustering, assessment timing and WIL.
- Description of delivery and assessment for Apprenticeship/ Traineeships.

2.2 Qualification Description [Click here to enter text.](#)

Cut and paste from the training package qualification description, or accredited course documentation.

2.3 Training Package Rules / Accredited Course Rules [Click here to enter text.](#)

State the number of units (including core and elective units) that must be completed in order to achieve this qualification.

2.4 Expected Student Enrolments (head count) [Click here to enter text.](#) (link to suitability and availability of resources)

2.5 Entry Requirements

1. As per the Training Package or Accredited Course documentation

Cut and paste from Training Package or Accredited Course.

2. For international cohorts identified in 2.7.3 the following English language entry requirements are mandatory:

IELTS – 5.5+ (no band less than 5.0) or TOEFL paper based – 530+ (TWE 3.5+) or TOEFL (iBT) overall score 71, minimum 17 in all sections. Some programs may require students to achieve a higher English language test score. For example, Diploma of Nursing.

3. RMIT University specific entry requirements. For example, lower level qualification or selected competencies as part of a sequenced delivery arrangement or pathways. (e.g. ATAR, interviews etc)

2.6 Determination of existing skills and knowledge of learners

A Training and Assessment Strategy is required for one cohort only. Please follow the guidance notes applicable for the domestic or international cohort.

Selection Tasks

Describe the tasks requirements:

1. DOMESTIC STUDENTS

Insert – narrative provided by College Admissions manager for Domestic student entry, here:

Where Certain selection criteria applies (e.g. interview or portfolio) – insert detail as per program guide

2. OVERSEAS STUDENTS (STUDENT VISA HOLDERS):

Retain this narrative for all overseas student visa applicants:

All direct overseas student applicants to RMIT are assessed to ensure they meet the appropriate language proficiency at pre-engagement stage by specialist staff in the RMIT Admissions team. This is undertaken prior to issuing Student Offers and Confirmation of Enrolment for Student Visa purposes. These assessments by RMIT admissions are mapped from globally recognized language testing conventions to RMIT IELTS entry requirements for the program. Individual language assessments for each student are retained in Studylink and can be obtained from the International Admissions Team via: intladmissions@rmit.edu.au

Where applicable, certain selection criteria may also apply for overseas students (e.g. interview or portfolio) – insert detail as per program guide:

Otherwise, describe how the program determines existing skills and knowledge:

2.7 Amount of Training and Volume of Learning

<p>2.7.1 AQF Volume of Learning (Vol) Tick which one applies</p>	<table border="0"> <tr> <td><input type="checkbox"/> Certificate I</td> <td>[0.5–1.0 Year(s);</td> <td>600–1200 hours]</td> </tr> <tr> <td><input type="checkbox"/> Certificate II</td> <td>[0.5–1.0 Year(s);</td> <td>600–1200 hours]</td> </tr> <tr> <td><input type="checkbox"/> Certificate III</td> <td>[1.0–2.0 Year(s);</td> <td>1200–2400 hours]</td> </tr> <tr> <td><input type="checkbox"/> Certificate IV</td> <td>[0.5–2.0 Year(s);</td> <td>600–2400 hours]</td> </tr> <tr> <td><input type="checkbox"/> Diploma</td> <td>[1.0–2.0 Year(s);</td> <td>1200–2400 hours]</td> </tr> <tr> <td><input type="checkbox"/> Advanced Diploma</td> <td>[1.5–2.0 Year(s);</td> <td>1800–2400 hours]</td> </tr> </table>	<input type="checkbox"/> Certificate I	[0.5–1.0 Year(s);	600–1200 hours]	<input type="checkbox"/> Certificate II	[0.5–1.0 Year(s);	600–1200 hours]	<input type="checkbox"/> Certificate III	[1.0–2.0 Year(s);	1200–2400 hours]	<input type="checkbox"/> Certificate IV	[0.5–2.0 Year(s);	600–2400 hours]	<input type="checkbox"/> Diploma	[1.0–2.0 Year(s);	1200–2400 hours]	<input type="checkbox"/> Advanced Diploma	[1.5–2.0 Year(s);	1800–2400 hours]
<input type="checkbox"/> Certificate I	[0.5–1.0 Year(s);	600–1200 hours]																	
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<input type="checkbox"/> Certificate IV	[0.5–2.0 Year(s);	600–2400 hours]																	
<input type="checkbox"/> Diploma	[1.0–2.0 Year(s);	1200–2400 hours]																	
<input type="checkbox"/> Advanced Diploma	[1.5–2.0 Year(s);	1800–2400 hours]																	
<p>2.7.2 Program Duration *Note: a rationale is only required if the proposed duration is shorter than the duration required by the AQF (as per durations and amounts of training specified for the qualification type in 2.7.1).</p>	<p>Program is delivered over: <input type="text" value="00"/> years</p> <p>*Insert Rationale, using ASQA user guide below as reference:</p> <p>If a course is structured to be completed in a shorter time period than that described in the AQF, you will need to clearly describe, using a rationale based on the needs of students and their previous skills and knowledge, how a specific student cohort:</p> <p>(i) has the characteristics to achieve the required rigour and depth of training and</p> <p>(ii) (ii) can meet all the competency requirements in a shorter timeframe</p>																		
<p>2.7.3 Amount of Training (AoT)</p>	<p>Describe the length of time over which the program is delivered and assessed.</p> <p>The training comprises of: <input type="text" value="000"/> hours of structured activities (refer to 2.7.4 below) <input type="text" value="000"/> hours of unstructured activities</p>																		

Describe the rationale for any difference between the Volume of Learning and Amount of Training based on the characteristics of the learners, including how the training and assessment been adapted to specifically meet the characteristics of the cohort through identification of their needs.

Describe characteristics of the learner cohort related to this TAS

(e.g.: Trainees, Apprentices, Student Visa Holders, Mature Age student, Career change and job seekers)

Explain how the existing knowledge and skill of learners have been identified (e.g. PTR including. LLN assessment, interviews etc.) and how this has informed the program duration and amount of training.

Document the structured and unstructured activities to calculate the Amount of Training and Volume of Learning. Please add cells as required.

Note: For overseas students, scheduled course contact hours include: the hours for which students attend classes, course-related information sessions, supervised study sessions, mandatory and supervised work-based training and examinations.

Note: More rows can be added to the table by pressing the 'Tab' button in the final cell.

[illegible]

Key for the above table

F2F	scheduled classroom, workshop, laboratory or studio sessions
Online	webinar, tutorials, online WIL, guided activities, simulations, collaborations
WIL	clinical placement, industry placement, site visit, industry engaged project, fieldwork, incubator
Assessment	examples include skill demonstration in the workplace or a simulated environment, in class assessments, reports, display, journal, multimedia products, written or oral questions, presentations
Private Study	own research, self-initiated study, time spent on reports
Online Collaboration	student-initiated discussions, forums, blogs, collaborative writing
Discipline Practice	engagement in the workplace or community as part of employment or as a volunteer, industry familiarisation, practice of technical skills and expansion of industry knowledge

Structured Training: involves teacher-directed learning and assessment activities. These activities may be either supervised or unsupervised:

1. Structured supervised activities include:
 - Face-to-face learning e.g. tutorials, lectures, scheduled classes.
 - Structured online learning activities where there is real time access to your teachers e.g. online lectures, teacher led discussions and online activities.
 - Work placement hours that are directly supervised by a qualified trainer or assessor
 - Assessment where there is an RMIT assessor present
2. Structured unsupervised activities include:
 - Teacher directed hours that contribute to achieving unit of competency/ course outcomes that are overseen but not directly supervised by an RMIT trainer or assessor. For example:
 - Set preparation for class,
 - assignment work,
 - online exercises,
 - set reading,
 - mandatory work experience where there is no qualified trainer or assessor,
 - field placement.

Unstructured training: involves learner-directed activities such as research, reading, investigation, online or face-to-face collaboration, practice tests or preparing for assessments. It can also include practice of technical skills, industry familiarisation and work experience that is related to the unit of competency but not directly linked to formal assessment of course competencies.

2.8 Transition or Teach Out arrangements	Is this program in transition or teach out?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	If Yes, state the end date of the transition/teach out period	Add date	
	If Yes, please detail the transition or teach out arrangements in place for students on the Discontinuous of Vocational Education program (or plan) form .		

<p>2.9 Student Support – Learning and Teaching</p> <p>Identify how the Pre-Training Review process and any other student interactions for domestic students have determined their support needs.</p> <p>Identify for overseas students how the results from the bilingual tests and other interactions have determined student support needs.</p>	<p>RMIT has an extensive range of support services for students. These include:</p> <p><u>Pre-Training Review</u> Includes a Language, Literacy and Numeracy test to identify support needs</p> <p><u>Study Support</u> English language development; Study and Learning Centre; Online learning and more.</p> <p><u>Equitable Learning Services</u> This area supports students living with a disability, long term illness and/or mental health condition and primary carers of individuals with a disability.</p> <p>How does the program team determine and facilitate learning and teaching support for students?</p> <p>Click here to enter text.</p> <p>Students who have been identified as requiring support through the Pre-Training Review process will have an individual learning plan prepared for them.</p>
<p>2.10 Monitoring Student Progress</p>	<p>Describe how a student’s progress is monitored and how it will be communicated to the student at the course level during the semester. For instance, the use of early assessment, attendance etc.</p> <p>Click here to enter text.</p>

3.0 Consultation (Note: Section 3.0 and 7.2 through 7.6 have replaced the *Industry Support and Engagement Statement*)

<p>3.1 Industry and/or Employer Engagement and Consultation</p> <p>At least one example must be supplied.¹</p> <p>Industry engagement should inform the selection of units being delivered; delivery modes and assessment methods; selection of equipment and resources as well as staff currency</p>	<p>Provide details on how industry/employer consultation completed to inform this training and assessment strategy.</p> <p>Click here to enter text.</p> <p>State location of minutes (i.e. Industry Advisory Committee meetings):</p> <p>Click here to enter text.</p>										
<p>3.2 Student Consultation</p> <p>At least one example must be supplied.¹</p>	<p>Provide details of the student consultation completed to inform this training and assessment strategy.</p> <p>Click here to enter text.</p> <p>State location of minutes (if applicable):</p> <p>Click here to enter text.</p>										
<p>3.3 Staff Consultation Process and Outcomes</p> <p>At least one example must be supplied.¹</p>	<p>Provide details of staff consultation completed to inform this training and assessment strategy.</p> <p>Click here to enter text.</p> <p>State location of minutes (if applicable):</p> <p>Click here to enter text.</p>										
<p>3.4 Third Party Providers and Subcontracting of Training and Assessment</p> <p>Comprehensive monitoring arrangements must be put in place with third parties/sub-contractors.</p> <p>All third-party/sub-contracting arrangements must be reported to ASQA within 30 days of delivery (contact RMIT OEDVE on vocational.education@rmit.edu.au to arrange this).</p> <p>The cessation of a third-party/sub-contracting arrangement must also be reported to ASQA within 30 days of occurring.</p> <p>Important: If this program receives government funding, approval must be obtained by the Victorian Government prior to entering into a contract with the Third Party. Please seek advice from the Office of Executive Director, Vocational Education. All contracts must include the clause to cooperate with the VET Regulator and to meet the compliance requirements of both the VET Regulator and the Skills First Contract.</p>	<p>3.4.1 Is this Program (wholly or partly) delivered by a 3rd Party or subcontractor? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, provide the following information:</p> <p>Describe the monitoring arrangements in place:</p> <p>Click here to enter text.</p> <table border="1"> <tr> <td>Commencement date of contract:</td> <td>Click here to enter a date.</td> </tr> <tr> <td>Name of Third Party:</td> <td>Click here to enter text.</td> </tr> <tr> <td>Government Approval obtained date:</td> <td>Click here to enter a date.</td> </tr> <tr> <td>Commencement Reported to ASQA on date:</td> <td>Click here to enter a date.</td> </tr> <tr> <td>Cessation Reported to ASQA on date:</td> <td>Click here to enter a date.</td> </tr> </table> <p>Describe how students will be advised if third party provider changes?</p> <p>Click here to enter text.</p>	Commencement date of contract:	Click here to enter a date.	Name of Third Party:	Click here to enter text.	Government Approval obtained date:	Click here to enter a date.	Commencement Reported to ASQA on date:	Click here to enter a date.	Cessation Reported to ASQA on date:	Click here to enter a date.
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Commencement Reported to ASQA on date:	Click here to enter a date.										
Cessation Reported to ASQA on date:	Click here to enter a date.										

¹ You may wish to attach the minutes of relevant meetings (e.g. Program Advisory Board, Industry Advisory Committee, SSCC) or other documentation to provide this information. Ensure the documentation is **specific** to the program or its units and includes: Date of the consultation; Names and organisation details; Discussion details; Agreed program changes.

4.0 Outcomes

4.1 Employment Outcomes

[Click here to enter text.](#)

State the intended or likely, job outcomes of the program.

Or Link to the Program Guide

4.2 Further Study Pathways

[Click here to enter text.](#)

Provide details of potential pathways for program participants following course completion into other vocational education and training (VET) and/or higher education courses.

Or Link to the Program Guide

4.3 Formal Articulation / Credit Agreements

[Click here to enter text.](#)

Provide details of any formalised arrangements for which written agreements are in place between institutions and/or programs for the articulation of students.

Or Link to the Program Guide

4.4 Professional Accreditation / registration

[Click here to enter text.](#)

Provide details of any recognition given to the course by professional or industry bodies where program completion may result in registration by professional body being granted.

Or Link to the Program Guide

4.5 Licensing / Regulatory Requirements

[Click here to enter text.](#)

Provide details of the extent to which the program satisfies licensing or regulatory requirements or results in a licence being issued.

Or Link to the Program Guide

PART B

5.0 Training and Assessment

5.1 Training and Assessment Matrix

Consistent with the Packaging Rules, the units listed are delivered as part of this program. Core, Elective and Pre requisite units are clearly identified. The mode of delivery and assessment methods are also defined.

Work Integrated Learning

RMIT has a strong commitment to Work Integrated Learning. Work Integrated Learning (WIL) is the term given to an activity or program that integrates academic learning with its application in the workplace. The practice may be real or simulated and can occur in the workplace, at the university, online or face-to-face. **VE programs at AQF level 3 and above must include WIL. List all units that have WIL incorporated into them within section 5.1. Note: all WIL agreements must be kept within the InPlace system.**

Training Delivery Methods

- Blended
- Face-to-Face (classroom)
- Online
- Self-directed/paced
- Simulated workplace/environment
- Workplace
- Other

Assessment Methods:

- Direct observation: Assessed in real time in the workplace; Assessed in a simulated situation that reflects the workplace.
- Product based methods: Structured assessment activities such as reports, displays, work samples, role plays and presentations.
- Portfolio: A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner. Evidence could include written documents, photographs, videos or log books.
- Questioning: Generally, more applicable to the assessment of knowledge evidence. Assessment could be by written or oral questioning, conducting interviews and questionnaires.

Training and Assessment Matrix (Add extra rows as required.)

This table should list each training and assessment resource, including RPL tools for each unit. All assessment tools must be prepared in the approved RMIT templates and stored centrally. All assessment resources should be available upon request. Indicate clustering where relevant. Assessment Templates: [VE Essentials](#)

National Unit Code	National Unit Title	Cluster Name	Unit Type (Core, Elective, Prerequisite)	Year and Semester Unit is Completed	Nominal Hours	Training Delivery Method (see list above)	Assessment: #, Week due, Assessment Method (see list above)	Assessment Resources	Trainer and Assessor Name/s
								<input type="checkbox"/> Competency Assessment Map <input type="checkbox"/> Assessor & Student Product Assessment Task <input type="checkbox"/> Assessor & Student Knowledge Assessment Task <input type="checkbox"/> Assessor & Student Practical Assessment Task <input type="checkbox"/> RPL Assessment Tool	
								<input type="checkbox"/> Competency Assessment Map <input type="checkbox"/> Assessor & Student Product Assessment Task <input type="checkbox"/> Assessor & Student Knowledge Assessment Task <input type="checkbox"/> Assessor & Student Practical Assessment Task <input type="checkbox"/> RPL Assessment Tool	
								<input type="checkbox"/> Competency Assessment Map <input type="checkbox"/> Assessor & Student Product Assessment Task <input type="checkbox"/> Assessor & Student Knowledge Assessment Task <input type="checkbox"/> Assessor & Student Practical Assessment Task <input type="checkbox"/> RPL Assessment Tool	

5.2 Practical Placement

1. Does the training package/accredited course require students to complete a practical placement? (Note, if yes, then RMIT has the responsibility to arrange this on behalf of the student as it is part of the required training.)

☐ Yes ☐ No

If yes, list all units where the students are required to complete a practical placement component, including any assessment in the workplace.

Copy and paste the table below as many times as needed.

National Unit Code and Title	
Total time (hours) spent in the workplace by the student	
Supervision arrangements of students while on work placement e.g. teachers to visit students at work placement at least twice and complete a work placement assessment	
Expectation of workplace supervisor	
Assessment arrangements (if relevant)	
Location of signed Workplace agreement	

5.3 Online Delivery

Is this Program Delivered wholly or partly online?

☐ Yes ☐ No

If yes,

Describe the professional development planned for staff involved in the delivery of online units or confirm that it is in the staff members WorkPlan.

[Insert text](#)

Note: All learning materials used for online delivery of training and assessment must comply with the principles of the [Web Content Accessibility Guidelines 2.0](#).

Note: Online delivery to overseas students – The maximum amount of the program which can be delivered online to overseas students is 1/3 of the program's total units of competency. In each compulsory study period, the overseas student must study at least one unit that is not distance or online.

6.0 Resources

Describe all the resources which are in place to support the delivery of training and assessment of this program.

Please complete the table below. *Insert extra rows as needed.*

6.1 Training Resources

National Unit Code	National Unit Title	Date Session Plan Completed?	Session Plan Location (URL or LMS Canvas site)	Items (Learning guide, text book, workbook, etc.)	Version (Date, year)	Physical Location / URL or LMS Canvas site

6.2 Third Party Providers / Subcontracting of Education and Support Services

Does this program purchase or have arrangements in place regarding Education and Support Services? (Refer to definition in appendices).

☐ Yes ☐ No

If yes, please list them below.

[Click here to enter text.](#)

Does RMIT have agreements (i.e. lease agreements, MOU's) in place for the use of specialist facilities/resources?

☐ Yes ☐ No

If yes, please reference these documents below. All resources should be available upon request.

[Click here to enter text.](#)

6.3 Student Supplied Resources

Student supplied specialist resources or equipment [Must match Program Guide]	
Specify any specialised equipment (i.e. equipment that will not be provided by RMIT) which students need to supply themselves. OR Provide a link to the Program Guide	How are students advised of these requirements?
Insert text	Insert text

6.4 Physical Resources

(Equipment and facilities – Refer to Training Package requirements)

Equipment and Resources should be of industry standard and reflect a real workplace setting.

List of generic physical resources <i>E.g.; furniture, whiteboards, general tools</i>		
Name of Resource	Number	Location
Insert text		

Unit specific resource requirements <i>(This is used to identify unit requirements that sit outside the list above, not all units are required to be addressed)</i>			
National Unit Code	National Unit Title	Resource item <i>(Attach a list if preferred)</i>	Identify Location (or 'Required to be purchased')
Insert text			

6.5 Trainer and Assessors

Trainer and Assessor Qualifications and Currency	<p>All trainers and assessors involved with this program meet the requirements specified in the Standards for Registered Training Organisations 2015.</p> <p>As of 30 June 2019, trainers and assessors must hold:</p> <ul style="list-style-type: none"> a) TAE40116 Certificate IV in Training and Assessment or its successor or b) TAE40110 Certificate IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> I. TAELN411 (or its successor) or TAELN401A, and II. TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or c) a diploma or higher-level qualification in adult education <p>In addition to the above requirements training and assessment must be delivered only by trainers and assessors who have:</p> <ul style="list-style-type: none"> a) vocational competencies at least to the level being delivered and assessed b) current industry skills directly relevant to the training and assessment being provided
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	<p>c) current knowledge and skills in vocational training and learning that informs their training and assessment.</p> <p><input type="checkbox"/> Confirmation of qualifications and currency of skills and knowledge are recorded in the Staff Qualifications Matrix and is attached/linked to this document</p>
<p>Specialist requirements for Trainers/Assessors (if applicable)</p>	<p>Provide details of and justify any specialist vocational competency requirements for assessors above the requirements in the Standards for Registered Training Organisations, i.e. as specified in the Training Package, licencing, any other program level requirements e.g. minimum 4 years' experience in a related industry.</p> <p>Insert text</p>
<p>Professional Development for Staff</p> <p>Staff can access support for their training and assessment practices, upgrade their skills and knowledge through a variety of formal and informal resources. This includes: Learning Lab resources for staff, Develop Me, Learning and Teaching webpages</p> <p>All VE Staff are required to maintain up to date knowledge and skills in their vocational area as well as continuing to develop the training and assessment skills.</p>	<p>Describe what specific professional development activities are planned for staff delivering into this program. Or Confirm that this information is in the Staff Work Plan</p> <p>Insert text</p> <p>Describe how these professional development activities will result in improved training and assessment practices.</p> <p>Insert text</p>

6.6 Staff Qualifications Matrix

6.6.1 Training and assessing qualifications and professional development

Record the training and assessment qualifications and currency for all VE Teachers involved in the program. Include all trainers/assessors who currently teach in the program and include any trainers/assessors who are engaged by other organisations (if they deliver training or assessment for the program on RMIT's behalf). Any qualifications held by a VE Teacher must also be recorded in SAP by Human Resources. Notify HR of any new / updated qualifications via the [Tertiary Qualification form](#) under Vocational Education Staff on HR Central.

Trainer/assessor name	Role: Trainer (T) Assessor (A) Both (TA)	Employer of the Trainer/Assessor: • RMIT • Other (state name of employer)	Training and Assessment Qualifications ²	Professional development in the knowledge and practice of VE including competency-based training and assessment ³
			Training and Assessment qualification – indicate A or B: A. Has Cert IV in TAE or a Diploma or higher-level qualification in adult education (state code and title of qualification.) B. has Assessor Skill Set (state code and title of qualification) and an active supervision arrangement (include Supervision end date) <i>See: Item 6, Schedule 1, RTO Standards 2015</i>	Professional development in competency-based training and assessment – details of activity completed in the past 12-18 months and planned for the next 12 months. Please include dates of activities. • For Ongoing and Fixed-Term Contract staff: attach details of professional learning and development outcomes. • For Casual (sessional) staff: enter details in this table.

² Attach a list of all VE Teachers who deliver this program and their highest training and assessment qualification held, including national code and their vocational qualifications, and any licences or registrations. (SAP can produce a School-level report; this can then be used as the basis of list of staff who teach in the program.)

³ Attach details of professional learning and development outcomes for each ongoing and fixed term contract staff member. (Ask each staff member to print this information from Employee Self Service (Personal Learning section) or their workplan (Development objectives).)

⁴ For staff who don't hold a teaching qualification but hold the skill set, will need to complete the [Teaching Staff Supervision Form](#) available on VE Essentials.

6.6.2 Vocational qualifications and currency of industry skills

Record the vocational qualifications, currency for all teachers involved in program delivery, mapped to each unit. List each Unit of Competency delivered as part of the Program, one unit per row. Provide details for all staff who are training or assessing in each unit.

National Unit of Competency Code	Unit of Competency Title (as per Training.gov.au)	Trainer / Assessor Name	Qualifications/Licences Provide details of the staff member's relevant vocational qualification(s); must be at least to the level of the Unit of Competency being delivered and assessed. State if unit of competency is held or an equivalent unit as identified in the Training Package or accredited course. List any licences, accreditations or registrations held, as required by the training package, accredited course or industry.	Currency of Industry Skills ⁴ Insert against each unit or relevant cluster of unit's evidence of maintaining industry skills. Include dates to ensure of current industry knowledge and skills

⁴ Current industry skills are the knowledge, skills and experience required by VE trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and needs of industry.

Current industry skills may be informed by industry consultation and may include, but is not limited to:

- a) having knowledge of and/or experience using the latest techniques and processes
- b) possessing a high level of product knowledge
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces
- d) being customer/client oriented
- e) possessing formal industry and training qualifications and training content that reflects current industry practice.

7.0 Program Improvement

7.1 Validation of Assessment

Specify which two units will be validated and when as part of the University VE Validation process and schedule. Note any other planned validation processes.

#	Semester	Year	Unit National Code	National Unit Title	Person Responsible
1					
2					
3					

7.2 Continuous Improvement Action Plan

How will feedback on the program will be collected, analysed and used during the next 12 months? Refer to guidelines around major or minor changes via the [Fact Sheet – TAS Review](#).

Feedback Source	Feedback	Minor or Major Change?	Method to Address Feedback	Timeline (dd/mm/yyyy) format	Responsibility	Outcome
Choose an item.						
Choose an item.						
Choose an item.						
Choose an item.						
Choose an item.						
Choose an item.						

Appendix 1: Supporting information

Purpose	<ul style="list-style-type: none"> Upon completion, this Training and Assessment Strategy (TAS) is designed to describe how a specific cohort⁵ students will achieve competency and job readiness through appropriate training, practice and assessment in accordance with the requirements for a specific training package qualification or accredited course, skill set or single unit. Delivery of the qualification must be in accordance with the training and assessment strategy.
Recommended participants for the consultation process	<ul style="list-style-type: none"> All staff who deliver units as part of the program should be involved in the creation of this training and assessment strategy. All teaching, administration and management staff members must be provided with and have access to this training and assessment strategy and refer to it prior to commencing delivery. Students and industry/employer representatives must be consulted to inform the training and assessment strategy for this qualification. It is recommended a copy of the relevant TAS should be included in the Staff Induction process for new staff members. <p>Information in the Program and Course Guides must be consistent with information in the TAS</p>
Review	<ul style="list-style-type: none"> This document should be reviewed and updated prior to the commencement of each new delivery period, or at least annually. A review and update of Program Guides and Course Guides should occur at the same time. Each TAS should be reviewed and approved by the Program Manager.
Storage and retention	<ul style="list-style-type: none"> A current version of this document must be available upon request for each program and each individual cohort. Completed and approved TAS documents, with all required attachments should be kept in the Training and Assessment Repository on the Google drive. Completed TAS documents should be retained for at least 3 years.
Further resources	<ul style="list-style-type: none"> VE Essentials
Definitions	
Industry engagement	<p>may include, but is not limited to, strategies such as:</p> <ol style="list-style-type: none"> 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

⁵ A cohort may be distinguished based on student type (i.e. school leaver, or industry client) or different delivery modes; i.e. entirely online or face-to-face delivery. Each of these instances require a separate TAS.

	f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies
Educational and support service	<p>may include, but are not limited to:</p> <ul style="list-style-type: none"> a) pre-enrolment materials; b) study support and study skills programs; c) language, literacy and numeracy (LLN) programs or referrals to these programs; d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity; e) learning resource centres; f) mediation services or referrals to these services; g) flexible scheduling and delivery of training and assessment; h) counselling services or referrals to these services; i) information and communications technology (ICT) support; j) learning materials in alternative formats, for example, in large print; k) learning and assessment programs contextualised to the workplace; and l) any other services that the RTO considers necessary to support learners to achieve competency.
Scheduled course contact hours (RMIT)	Scheduled course contact hours include: the hours for which students attend classes, course-related information sessions, supervised study sessions, mandatory and supervised work-based training and examinations and scheduled online collaboration where the teacher is available and interact with students in real time.