Training and Assessment Strategy Policy

Document ID: TASP
Approved by: CEO
Approval Date: 28.04.2017

This policy meets **The Standards for Registered Training Organisations (RTOs) 2015**:

Standard 1 The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
Clauses 1.1 – 1.4 Implementing, monitoring and evaluating training and assessment strategies and practices
Clauses 1.8 – 1.12 – Conduct effective assessment
Standard 2 The operations of the RTO are quality assured.
Clause 2.1. The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.
Clause 2.2. The RTO:
a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices
Clause 8.8 The RTO provides an annual declaration on compliance with these Standards to the VET Regulator

1 Introduction

Training and assessment strategies (TAS) and practices are the approaches and methods adopted by NTM to deliver training and assess students. They are designed to enable students and teachers to meet the training package requirements.

National Training Masters (NTM) is committed to delivering TAS that meet the needs of all learner cohorts, including corporate clients or individual students. The TAS is adapted to meet the needs of the various target groups whether they have no prior knowledge of their chosen qualification or experience and are seeking Recognition of Prior Learning (RPL).

NTM has a TAS that provides an accurate and sufficiently detailed framework for delivery and assessment. NTM will ensure that trainers' delivery and assessment practices align with the TAS.

Training and Assessment Strategy Policy
National Training Masters © 2024
Document ID: TASP
Version: 3.0
RTO Code: 91284
Author: Jane Lees
Created: 01.02.2017
Modified: 06.04.2023
Page: 1 of 5
This document is uncontrolled when printed

2 Purpose

The purpose of this policy is to ensure NTM develops TAS that meet the needs of individual students and corporate clients by ensuring that we follow the:

- Endorsed Components of Training Packages as found on TGA
- Use the non-endorsed components of training packages, including companion volumes, implementation guidance and interpretation manual found on VETNet
- Standards for Registered Training Organisations (RTOs) 2015
- Australian Qualifications Framework (AQF) and the Volume of Learning (VoL) indicators
- Fact Sheet: Amount of Training Western Australia Training Accreditation Council (TAC)
- Fact Sheet: Developing Training and Assessment Strategies Western Australia Training Accreditation Council (TAC)
- Fact Sheet: Industry Engagement Western Australia Training Accreditation Council (TAC)
- National Foundation Skills Strategy

3 Scope

This policy applies to all nationally recognised training (NRT) courses and units of competency (UoC) that sit on NTM's scope of registration. The policy also applies to all staff who deliver and assess NRT and UoC, whether those staff are full-time, part-time, or casual.

4 Policy Statement

NTM is committed to a robust assessment system that empowers trainers and assessors to gather quality evidence in accordance with the rules of evidence and principles of assessment. The TAS will enable assessors to make reliable judgments about learner competence against the established learning outcomes.

Our guiding principles for developing the TAS will:

- Be considered holistically
- Be a useful guidance document for trainers and assessors
- Be relevant to industry and reflect current best practice
- Meet the needs of the learner cohort
- Drive quality practice
- Develop Foundation Skills of learners

NTM systematically reviews its TAS at the beginning of each term. This review includes:

- the intended cohort and their level of existing knowledge
- the delivery method
- the electives chosen
- training resources
- assessments and whether any reasonable adjustment is likely to be needed

At the beginning of the year, a separate TAS document is developed for each NRT product, and a new one is created whenever the cohort substantially changes.

5 General Responsibilities, Accountability and Authority

NTM's Director of Learning and Development is responsible for each TAS document and works with the trainers and assessors on each course. Language, Literacy, Numeracy, and Digital Skills (LLND) are established before classes start, and Individual Learning Plans (ILPs) are developed as required. NTM's CEO is responsible for reviewing all TAS documents at the beginning of each term to ensure they are current.

The TAS document provides an overview of the training and assessment for a course or qualification. Trainers are expected to follow the TAS document, however reasonable adjustment can be made to delivery schedules to accommodate student needs or external factors outside the trainer's control.

5.1 TAS development

Every TAS document will include:

- full course details as they appear on training.gov.au (TGA)
- an overview of the program being delivered for the qualification
- who the student cohort is, and what their specific requirements are
- details of the program, including how they comply with Commonwealth and state regulations
- assessment
- work placement details
- the duration, amount of training and volume of learning
- entry requirements, including any pre-requisites, technology skills, Language, Literacy, Numeracy and Digital Skill (LLND)
- course structure and delivery plan
- evidence gathering techniques
- RPL (Recognition of Prior Learning) process
- student support services available
- learning and assessment resources
- trainer and assessor matrix
- industry engagement
- validation practices.

5.2 TAS delivery

Trainers are encouraged to use various flexible and innovative delivery methods, which will maintain student engagement. Trainers, when following the TAS, may use a variety of delivery methods, including the following:

- face-to-face delivery in a physical classroom
- face-to-face in a virtual classroom
- face-to-face in a workplace
- workplace simulations
- demonstrations
- audio-visual presentations

Training and Assessment Strategy Policy
National Training Masters © 2024
Document ID: TASP

Version: 3.0
RTO Code: 91284
Author: Jane Lees
This document is uncontrolled when printed

Created: 01.02.2017
Modified: 06.04.2023
Page: 3 of 5

6 Definitions

In this policy, the key terms are:

Term	Meaning
Amount of training	The amount of training depends on the student cohort being delivered to. A class of advanced students with prior experience in their chosen course will generally require fewer hours than a class of students with no prior knowledge of the course. The amount of training includes both structured and unstructured learning and is part of the volume of learning.
Course duration	This is the number of weeks, months, terms or years to complete a course.
Mode of delivery	This includes face-to-face delivery in a variety of settings, such as a classroom, virtual classroom, or workplace, or flexible delivery which is a blend of delivery methods as chosen by the student and trainer.
Student cohort	A group of students enrolled in a course, it may be a mix of individual students or a group of students from one workplace
TGA	training.gov.au is the national register for training in Australia and contains the authoritative information about Registered Training Organisations (RTOs), Nationally Recognised Training (NRT), and the approved scope of each RTOs to deliver NRT as required in national and jurisdictional legislation within Australia, these are endorsed components of training packages
Training product	Is national recognised training offered by NTM, this can be: This can be: a qualification; a recognised skill set; and a standalone unit of competency;
VETNet	provides a central storage facility for relevant current and historical materials relating to the national VET sector, in particular companion volumes implementation guides; these are non-endorsed components of training packages
Volume of learning	A guide provided by the Australian Qualifications Framework (AQF) which describes how long a student who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge.

7 Related Documents

This policy is to be read in conjunction with:

National Foundation Skills Strategy
Australian Core Skills Framework (ACSF)
Employability Skills Framework (ESF) or The Australian Core Skills for Work Framework (CSfW)
Australian Qualifications Framework (AQF)
Training and Assessment Strategy templates
Trainer and Assessor Matrix
Individual Learning Plan
Assessment Policy
Reasonable Adjustment and Language, Literacy, Numeracy and Digital Skills Policy

8 Contact

In the first instance, you should contact your trainer regarding training and assessment strategies. If your trainer is unavailable, please contact the NTM office administration staff by email at admin@ntm.edu.au or on 1300 653 501.

9 Document Information and Review

This policy document will be reviewed every three years.

Review No: TASP01/2023
Next review date: 01.05.2026

Approval and version control history

Version	Effective	Approved by	Amendment / Reason
1.0	01.02.2017	Jane Lees – CEO	Development of policy with working group
2.0	30.01.2020	David Lipták – Director of Learning	Definitions added
3.0	06.04.2023	Jane Lees – CEO	Addition of which Clauses the policy meets in Standards for RTOs 2015

End of Policy

Training and Assessment Strategy Policy
National Training Masters © 2024
Document ID: TASP

Version: 3.0
RTO Code: 91284
Author: Jane Lees

Created: 01.02.2017
Modified: 06.04.2023
Page: 5 of 5

This document is uncontrolled when printed