

Sample 5

[Additional subtitle if necessary]

October 2011

This document is provided by the Queensland Studies Authority for the use of Queensland schools that are RTOs. Its primary purpose is as an example, but it may be modified freely by school RTOs for their use.

Training and Assessment Strategy [Qualification code and title]

Other people or organisations who want to use this document should contact the Queensland Studies Authority for more information.

Once this document is altered by the school RTO, it becomes the property of that RTO. It is not to be used by other RTOs.

The RTO must ensure that training and assessment undertaken and apply the strategy for training and assessment. Any other documents that are used in conjunction with this document should be referred to and linked.

How to use this template

1. Table headings and text set in black contain necessary information. Modification is not recommended. If you do choose to modify any of this text, make sure the information is included elsewhere.
2. Text set in blue contains text to suit common situations. Please read it carefully, set to black if it applies, or modify as necessary.

Definitions

- **Training:** The process used by an RTO to facilitate learning. (Source: AQTF, Users' Guide to the Essential Conditions and Standards for Continuing Registration, p. 79)
- **Assessment:** The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course. (Source: AQTF, Users' Guide to the Essential Conditions and Standards for Continuing Registration, p. 87)

Training and assessment strategy

Note – this template was initially designed for VET in Schools but we have made some additions to it that enhances it for use across a range of other VET RTO contexts.

School/ RTO name			
Training package	Code		Version
	Title		
Qualification	National qualification code		
	Title		
	Packaging rules	Certificate packaging rules: "[Insert link to training.gov.au website]" Download package from: "[Insert link to training.gov.au website]"	
Entry Requirements			
Units of competency	National code	Title	Core / Pathway / Specialisation / Elective / etc.

Clients and environment	<p>Students in Years 11 and 12 may enrol in this course.</p> <p>This qualification applies to the school RTO training and assessment environment where access to normal operations is not available. The delivery and assessment will be in a simulated work or industry environment with a high degree of supervision. The units are suitable for the school to contextualise to local industry activities. The school has established agreements with local industry for students to have work experience.</p> <p>[Insert other school-specific information]</p>																	
Training and assessment arrangements	<p>Duration</p> <p>The expected completion time is [X] semesters / [XX] hours.</p> <p>Assessments may be conducted at the school RTO, through work experience, work placement, simulated work environments or any combination of these.</p> <p>Organisation</p> <p>The program will be delivered through class-based tasks that will simulate a specific industry environment. In addition, all students will be involved in work placements over the two years.</p> <p>A range of teaching and learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • practical tasks • group work • activities in simulated work environments (as per the AQTF's <i>Users' Guide to the Essential Conditions and Standards for Continuing Registration</i>, p.78 definition) • work placements — students doing this course will be expected to spend up to [XX] days gaining experience in local industry environments. <p>The school will ensure learners have every reasonable opportunity to complete their training program.</p> <p>Course structure</p> <p>The school RTO will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes.</p> <p>Set out below are a series of defined activities that a team of participants and individuals achieve in a simulated work environment, providing the framework for industry-relevant learning.</p> <p>This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package (or accredited course).</p> <p>Can include delivery sequence of units and clusters as well.</p> <table border="1"> <thead> <tr> <th>Term / Semester</th> <th>Topic / Theme / Guidelines</th> <th>Units of competency</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>All Semester 1 units plus:</td> </tr> <tr> <td></td> <td></td> <td>All Semesters 1 & 2 units plus:</td> </tr> <tr> <td></td> <td></td> <td>All Semesters 1–3 units plus:</td> </tr> </tbody> </table>			Term / Semester	Topic / Theme / Guidelines	Units of competency						All Semester 1 units plus:			All Semesters 1 & 2 units plus:			All Semesters 1–3 units plus:
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Resource requirements	Record of available resources for this course:
	School resources <ul style="list-style-type: none"> •
	Outside resources (agreement established) <ul style="list-style-type: none"> •
	Training resources <p>Note: These are links to real website resources.</p> <ul style="list-style-type: none"> • http://toolboxes.flexiblelearning.net.au/preview/index.htm • http://industry.flexiblelearning.net.au/ • http://trainingsupport.skills.vic.gov.au/default.cfm • http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/portal
	Other resources <p>Note: These are links to real website resources.</p> <ul style="list-style-type: none"> • QSA VET information: http://www.qsa.qld.edu.au/576.html • QSA AQTF Training and Assessment: http://www.qsa.qld.edu.au/14793.html • QSA Vocational Training Areas: http://www.qsa.qld.edu.au/10460.html • QSA AQTF Client Services: http://www.qsa.qld.edu.au/14812.html • EQ Education policy and procedures register (replacing the DOEM): http://education.qld.gov.au/strategic/eppr/ • HLS-PR-012: Curriculum Activity Risk Management Modules: http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html • EQ Reporting Student Achievements for Year 10 VET students: http://training.qld.gov.au/training-organisations/ctm/transition-guides/index.html • Queensland Transition and Mapping Guides (VET): http://www.trainandemploy.qld.gov.au/partners/training_packages_and_courses/training_materials/mapguides/index.html

Pathways	Students will develop skills that lead to: <ul style="list-style-type: none"> • [Insert further study / career options] • [Insert further study / career options] • Follow link for qualifications pathway information within the Training Package. [Insert hyperlink]
Student feedback	Student feedback may be collected and analysed. <p>To assist with continuous improvement processes, students are given opportunities to provide feedback during the course and after each assessment item. They are also given a satisfaction survey at the completion of each year.</p> <p>Students also participate in the internal review procedure.</p>
	Student feedback is collected and analysed. <p>http://www.acer.edu.au/aqtf/learnerqi.html (link to Learner Engagement survey)</p> <p>[Insert description of data collection methods]</p> <p>Date data is submitted: [Insert date]</p> <p>Date data is analysed: [Insert date]</p>

SDCS	<p>Trainers and assessors provide student progress information to the SDCS operator and verify that accurate and up-to-date information is recorded.</p> <p>Note: Your description should be written so that a new trainer would understand the procedures and methods in use at your school. A sample process is set out below.</p> <p>[Insert description of methods]</p> <ul style="list-style-type: none"> • SDCS data is provided — for input only— after training has begun. • A start date and anticipated end date is provided for each unit of competency. • A list of units of competency in which the student is enrolled is also provided. • The default outcome of “continuing enrolment” is entered for courses spanning more than one calendar year; otherwise the outcome is left blank until the competency is established. • Before each data submission to the QSA, outcomes and dates are reviewed and updated as required. • Data is provided to the SDCS operator on hard copy each time competencies are achieved by students and when students have achieved the qualification. • After data entry a printout from the SDCS system is provided to the trainer/assessor for checking, and returned with any corrections to the SDCS operator. This printout is signed and dated by the teachers as accurate. • After adjustments or corrections, the SDCS operator provides an updated printout for the trainer/assessor. • On completion of the course, unit outcomes are checked by the assessor to confirm outcomes and whether a certificate or a statement of attainment will be issued. • The SDCS operator will check the radio button to indicate partial completion or successful completion of the qualification. • The SDCS operator will provide the assessor with a final printout of results.
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Validation and moderation information

Who will manage the process; when will it be done; who will follow through?

Continuous improvement

Continuous improvement is based upon assessment validation.

Moderation: The process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Units/s of Competency.

(Source: AQTF, *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, p.72) It enables assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made. (Source: TAA04 *Training and Assessment Training Package Glossary of Terms*)

Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes. (Source: AQTF, *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, p.80)

Assessment validation includes, but goes beyond, assessment moderation.

Sample 11

Xxxxxxx

Assessment Plan

Qualification code and title:

Date:

Purpose of assessment: To allow xxxxxx.

Pre-requisites:

Target group:

Resources required:

Time allocation:

Assessment methods (see evidence matrix attached):