

Training and Assessment Strategy (TAS) Development Procedure

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Step	Action	Responsibility
	Identify and describe the resource requirements for the nationally accredited training product. Attach	

Step	Action	Responsibility
	<p>Provide an explanation/rationale where the Amount of Training is not consistent with the benchmark AQF Volume of Learning,</p> <p>Variations may be due to the following:</p> <ul style="list-style-type: none"> • complexity of the units of competency • industry requirements • the mode of delivery • student characteristics including existing skills and knowledge and/or support needs • clustering of units (for example, grouped by function or task) • number of units (students may already have some units). <p>Determine course duration, ensuring delivery allows sufficient time and opportunity for learning, practice and learning before assessment.</p> <p>Note: The amount of training and the timeframe to complete the course should also be realistic for the number of students in the group.</p> <p>Refer: Training and Assessment Standards (s)333 (s)-7.2 (e)-1 (s)333 (s)3.7 (m)-6.2 (e)-1 (nt)-4.8 (S)-9.2 (t)6 (r)-7.7 (a)</p>	

Step	Action	Responsibility
	<ul style="list-style-type: none"> what resources and student supports are available in an online learning environment <p>Refer: Training and Assessment Strategy Template and Appendices</p>	
12	<p>Overview of Assessment Methods and Strategy</p> <p>Detail assessment methods ensuring all requirements for the national training product are met.</p> <p>Describe processes for</p> <ul style="list-style-type: none"> preparing students for assessment the collection and verification of assessment evidence provision of reasonable adjustment role of practical placement provision of RPL supplementary evidence of on-the-job training (for Australian Apprentices) 	Head of Department
13	<p>Industry engagement and consultation:</p> <p>Provide details of consultation with industry that has contributed to the development of the TAS. This should include:</p> <ul style="list-style-type: none"> the persons or organisations engaged the details of the engagement, such as the dates and format of the engagement the outcomes of industry engagement such as: <ul style="list-style-type: none"> rationale for unit selection suitability of equipment and resource alignment of assessment tasks with industry practices changes to workplace procedures and/or standard operating procedures requirements for educators any specialist equipment requirements feedback that has affected delivery, assessment, duration or scheduling including employers' limitations in the design of training and assessment to Australian Apprentices <p>Refer: Training and Assessment Strategy Template and Appendices</p>	Head of Department

Step	Action	Responsibility
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15	<p>Review TAS ready for Head of Department Program Services Teaching and Learning Quality Committee</p> <ul style="list-style-type: none"> • verifying that the TAS effectively describes the delivery and assessment model • reviewing the delivery and assessment scheduling • checking the units are in line with qualification rules and are consistent within the TAS • checking the nominated hours for teaching and assessment are in line with qualifications rules and are consistent within the TAS • ensuring sufficient staff resources are reflected in the current TAS • reviewing Amount of Training and Volume of Learning (VOL) to ensure the TAS: <ul style="list-style-type: none"> ○ provides a quality delivery proposal in hours and is broken down to clearly show how this is achieved, or ○ that an appropriate explanation is provided in cases where the Volume of Learning sits near or falls below the minimum hours recommended by the AQF • checking the TAS is appropriate for each cohort • checking the TAS is informed by stakeholders' needs • noting that facilities and equipment are consistent with the requirements of the training product • verifying, where required, transition plans are in place. 	Head of Department
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Step	Action	Responsibility
	<ul style="list-style-type: none"><li data-bbox="288 342 1235 416">• Senior Manager Australian Apprenticeships (Australian Apprenticeship courses)	

4.

- [Australian Core Skills Framework \(ACSF\)](#)
- [Australian Qualifications Framework \(AQF\)](#)
- CIT TAS Processes and Procedures Guide

5. Definitions

All terminology used in this procedure is consistent with definitions in the CIT Policy Glossary. The following terms are provided in the context of this policy.

Amount of training	The amount of training is the structured learning directed by the educator, both supervised and non-supervised. The amount of training is dependent on the characteristics of the student cohort. The amount of training is part of the overall volume of learning.
Delivery mode	The method adopted to deliver training and assessment, including online, distance or blended methods.
Course duration	Course duration is the number of days, months, terms or years to undertake the course from enrolment to completion. Sufficient time should be allowed for learning, practice and learning before assessment.
Sequence of delivery	The order of the delivery of the structured learning and assessment. 8 (e) e-seery

	<p>tasks required for the unit of competency. The employer must provide informal training and learning in the workplace and ensure the apprentice/trainee has learnt and practiced the workplace tasks and skills required for the unit of competency, under appropriate supervision, to industry and company standards.</p>
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