



# Training and Assessment Strategy (TAS) Development Procedure

---

## Contents

1. Associated Policy .....	2
2. Scope.....	2
3. Procedures.....	2
4. Supporting Documents .....	9
5. Definitions.....	10

## 1. Associated policy

The *Training and Assessment Strategy (TAS) Development Procedure* has been developed in conjunction with the *Training and Assessment Strategy (TAS) Development Policy*.

## 2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to all training and assessment delivery for nationally accredited training products on CIT's scope of registration.

This procedure applies to all staff engaged in the management, delivery and assessment of nationally accredited training products.

## 3. Procedure

CIT is committed to and guided by the principles of quality management to ensure all training and assessment is appropriate to the needs of students, industry, community and government, and meets the requirements of *the Standards for Registered Training Organisations (RTOs) 2015*.

Teaching teams cannot deliver a training product until the TAS for that course is endorsed by the Academic Council. New and updated TASs will be considered by Academic Council as a standing agenda item at each scheduled meeting, post review by the Teaching and Learning Quality Committee (TLQC).

The Senior Education Leader is responsible for monitoring all TAS documents for currency and compliance.

Step	Action	Responsibility
1	Confirm the development of a TAS aligns with course planning. Refer: <b><i>Amendment to Scope of Registration Policy</i></b> <b><i>Course Transition Policy</i></b>	College Director
2	Consult with educators and industry and collect evidence to inform the TAS.	Head of Department
3	<b>Course Summary</b> Clearly identify the training product to which the TAS relates. This will include: <ul style="list-style-type: none"> <li>the qualification code and title as it appears on the National Register (TGA) training.gov.au</li> <li>the code and title of the skill set as it appears on the National Register (TGA) or CIT Statement of Attainment title</li> <li>the core and elective components in accordance with the structure defined in the training product</li> </ul>	Head of Department Head of Department, Program Services

Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>any third-party arrangements or Memorandum of Understanding (MoU) arrangements</li> <li>delivery and/or assessment that is undertaken offshore or interstate that leads to a qualification.</li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	
4	<p><b>Course Information</b></p> <p>Provide a delivery overview and description of the course.</p> <p>This information is extracted from the TAS for recruitment and marketing to provide advice to students and employers and must be course specific and accurate.</p> <p>Course Information will include</p> <ul style="list-style-type: none"> <li>delivery (face-to-face, online, virtual learning, through work integrated learning, workplace training or a mixture of different modes)</li> <li>who the course is for</li> <li>approximately how many students</li> <li>location for the training and/or assessment</li> <li>duration</li> <li>any relevant industry or licensing/regulatory information</li> <li>any mandatory requirements outlined in the nationally accredited training product (such as industry placement)</li> <li>details if the course is predominately delivered and assessed online</li> <li>information if a workplace is needed to complete any assessments</li> <li>the maximum safe/practical class size</li> <li>any specific reasons for the choice of electives such as an identified industry need</li> <li>fee information</li> <li>pathways into and from the qualification.</li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	Head of Department
5	<p><b>CIT and Educational Support Services</b></p> <p>Document the range of CIT Support Services and educational (department based) support services available to each cohort over the course of their enrolment at CIT</p> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	Head of Department
6	<p><b>Physical equipment and resource requirements</b></p>	Head of Department

Step	Action	Responsibility
	<p>Identify and describe the resource requirements for the nationally accredited training product. Attach inventories and resources lists and images as evidence of simulated workplace environments.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• learning resources</li> <li>• equipment provided by CIT (include all equipment including Personal Protective Equipment and its required quantities for the planned number of students)</li> <li>• materials to be provided by the student</li> <li>• consumable items (non-durable items used/consumed during learning and assessment)</li> <li>• facilities that support theoretical and practical training and assessment including workplace environments and simulated workplace environments</li> <li>• assessment resources, methods and timing.</li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	
7	<p><b>Educator (trainer and assessor) requirements</b></p> <p>Document the educators who will deliver and assess the nationally accredited training product. Record this information at the unit level.</p> <p><i>Note: All educators must:</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrate they have vocational qualifications, competencies and currency at least to the level being delivered and assessed</i></li> <li>• <i>have appropriate levels of supervision where approved educators do not hold requisite credentials.</i></li> </ul> <p>Identify and include any additional requirements from the nationally accredited training product for educators in addition to the requirements of the <i>Standards for RTOs 2015</i>.</p> <p>Refer:</p> <ul style="list-style-type: none"> <li>• <b>Educator Competency and Currency Policy</b></li> <li>• <b>Educator Competency and Currency Procedure</b></li> <li>• <b>Training and Assessment Strategy Template and Appendices</b></li> </ul>	Head of Department
8	<p><b>Entry requirements</b></p> <p>Identify entry requirements including nationally accredited training product requirements, legislative requirements and CIT requirements. This may include any of the following:</p> <ul style="list-style-type: none"> <li>• pre-requisite qualifications</li> <li>• pre-requisites or co-requisites for units/modules</li> </ul>	Head of Department

Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>• level of language, literacy and/or numeracy required</li> <li>• licensing, legislative or regulatory requirements</li> <li>• minimum age requirements</li> <li>• work placement or current work in the industry</li> <li>• inherent requirements to complete the training product.</li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	
9	<p><b>Cohort and needs of students</b></p> <p>An additional TAS is required for each distinctive mode of delivery and/or student cohort. For example, blended/classroom, apprentice/non apprentice, fully online or customised for a specific commercial client.</p> <p><i>Note: Not all differences represent a distinctive approach to training and assessment. For example, two separate groups of students attending different campuses but receiving the same mode of delivery and training do not need a separate TAS.</i></p> <p><i>Multiple intakes each year for the same training and mode of delivery will only require one TAS.</i></p> <p>Identify the target group/student cohort and their characteristics. This will include who they are, the expected pre-existing knowledge and skills and any related industry experience. Examples of student cohorts are:</p> <ul style="list-style-type: none"> <li>• school leavers with no work experience</li> <li>• mature workers who are out of the workforce</li> <li>• existing workers with current experience</li> <li>• non-English speaking students.</li> </ul> <p><i>Note: The characteristics of the student cohort may have an impact on the amount of training required to meet the needs of the group.</i></p> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	Head of Department
10	<p><b>Duration and scheduling of training and assessment</b></p> <p>Analyse the nature of the student cohort and the requirements of the qualification. Determine how training will be scheduled to ensure students are able to fully develop the required skills and knowledge.</p> <p>Quantify the amount of training.</p> <p><i>Note: The AQF volume of learning range is the starting point for determining the amount of training required to deliver a particular qualification.</i></p> <p><i>The amount of training is the structured learning directed by the educator – both supervised and non-supervised.</i></p> <p><i>The amount of training is dependent on the characteristics of the student cohort and has to be justified on a case-by-case basis.</i></p>	Head of Department or Coordinator/Senior Educator  Head of Department, Program Services

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><i>Variations may be due to the following:</i></p> <ul style="list-style-type: none"> <li>• <i>complexity of the units of competency</i></li> <li>• <i>industry requirements</i></li> <li>• <i>the mode of delivery</i></li> <li>• <i>student characteristics including existing skills and knowledge and/or support needs</i></li> <li>• <i>clustering of units (for example, grouped by function or task)</i></li> <li>• <i>number of units (students may already have some units).</i></li> </ul> <p>Determine course duration, ensuring delivery allows sufficient time and opportunity for learning, practice and re-learning before assessment.</p> <p><i>Note: The amount of training and the timeframe to complete the course should also be realistic for the number of students in the group.</i></p> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	
11	<p><b>Learning and Training Structure</b></p> <p>Identify how the training and assessment is to be delivered.</p> <ul style="list-style-type: none"> <li>• The sequence of delivery (<b>Refer: CIT Timetable</b>) noting: <ul style="list-style-type: none"> <li>○ pre-requisite units</li> <li>○ consistency with the amount of training</li> <li>○ methods of assessment and the timing of assessment over the duration of the schedule</li> <li>○ training plans (Australian Apprenticeship courses).</li> </ul> </li> <li>• Understanding individual employers' limitations in the design of training and assessment to Australian Apprentices.</li> </ul> <p>Describe for the target student group/cohort size any mandatory work placement, including:</p> <ul style="list-style-type: none"> <li>• the hours required for mandatory work placement required by the training package</li> <li>• how the work placement is structured</li> <li>• when the work placement will occur and how it will be resourced and organised</li> <li>• how the student will be supported in the work placement</li> <li>• communications underpinning work placement</li> </ul> <p>Refer: <b>Student Industry Placement Policy</b></p> <p>Describe why the nationally accredited training product is suitable for an online mode and:</p> <ul style="list-style-type: none"> <li>• what preparations are needed for students undertaking on-line learning</li> </ul>	<p>Head of Department</p> <p>Head of Department, Program Services</p>

Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>what resources and student supports are available in an online learning environment.</li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	
12	<p><b>Overview of Assessment Methods and Strategy</b></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"> <li>preparing students for assessment</li> <li>the collection and verification of assessment evidence</li> <li>provision of reasonable adjustment</li> <li>role of practical placement</li> <li>provision of RPL</li> <li>supplementary evidence of on-the-job training (for Australian Apprentices).</li> </ul>	Head of Department
13	<p><b>Industry engagement and consultation:</b></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"> <li>the persons or organisations engaged</li> <li>the details of the engagement, such as the dates and format of the engagement</li> <li>the outcomes of industry engagement such as: <ul style="list-style-type: none"> <li>rationale for unit selection</li> <li>suitability of equipment and resources</li> <li>alignment of assessment tasks with industry practices</li> <li>changes to workplace procedures and/or standard operating procedures</li> <li>requirements for educators</li> <li>any specialist equipment requirements</li> <li>feedback that has affected delivery, assessment, duration or scheduling including employers' limitations in the design of training and assessment to Australian Apprentices.</li> </ul> </li> </ul> <p>Refer: <b>Training and Assessment Strategy Template and Appendices</b></p>	Head of Department
14	<p><b>Transition Arrangements</b></p> <p>Describe the transition arrangements and attach the <b>Transition Table and Review</b> template detailing how students will be transitioned into the new product).</p>	Head of Department

Step	Action	Responsibility
15	Review TAS ready for Head of Department Program Services Teaching and Learning Quality Committee: <ul style="list-style-type: none"> <li>• verifying that the TAS effectively describes the delivery and assessment model</li> <li>• reviewing the delivery and assessment scheduling</li> <li>• checking the units are in line with qualification rules and are consistent within the TAS</li> <li>• checking the nominated hours for teaching and assessment are in line with qualifications rules and are consistent within the TAS</li> <li>• ensuring sufficient staff resources are reflected in the current TAS</li> <li>• reviewing Amount of Training and Volume of Learning (VOL) to ensure the TAS:               <ul style="list-style-type: none"> <li>○ provides a quality delivery proposal in hours and is broken down to clearly show how this is achieved, or</li> <li>○ 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</li> </ul> </li> <li>• checking the TAS is appropriate for each cohort</li> <li>• checking the TAS is informed by stakeholders' needs</li> <li>• noting that facilities and equipment are consistent with the requirements of the training product</li> <li>• verifying, where required, transition plans are in place.</li> </ul>	Head of Department or delegate
16	Review TAS, refer to step 15. Submit to Senior Education Leader and Head of Department Education Quality or return to department for further clarity or rectification.	Head of Department Program Services College Director
17	Refer TAS to the Teaching and Learning Quality Committee for endorsement.	Senior Education Leader
18	Submit to Academic Council for noting in the minutes.  Notify the following once endorsed: <ul style="list-style-type: none"> <li>• College Director</li> <li>• Head of Department</li> <li>• Senior Education Leader</li> <li>• Head of Department Program Services</li> <li>• Head of Department Education Quality</li> <li>• Education Design and Delivery Lead</li> </ul>	Academic Council Secretariat



Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>Senior Manager Australian Apprenticeships (Australian Apprenticeship courses).</li> </ul>	

## 4. Supporting Documents

### 4.1 Legislation/Regulation

- [Standards for RTOs 2015](#)
- *The Memorandum of Understanding – Subsidised Training (the MOU) with Skills Canberra*
- *The NSW Smart and Skilled Guidelines and Policies*

### 4.2 Policy and Procedures

- [Assessment Policy](#)
- [Training and Assessment Policy](#)
- [Training and Assessment Strategy \(TAS\) Development Policy](#)
- [Training and Assessment Strategy \(TAS\) Review and Approval Procedure](#)

### 4.3 Documents

- Training and Assessment Strategy Template and Appendices:
  - Delivery Structure (includes sequencing of units and outline any pre-requisites or co-requisites)
  - Web Handbook (information for prospective students including costs and any pre-requisites or co-requisites)
  - Volume of Learning Table
  - Transition Table and Review template
  - Training Package Qualification Requirements
  - Banner Program Requirements (CAPP) report
  - Banner Subject Listing by Program Report
  - Industry and Other Engagement
  - Student Timetable (includes times, dates, location, CRNs, sequencing of units)
- TAS Review template
- [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.

<b>Amount of training</b>	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.
<b>Delivery mode</b>	The method adopted to deliver training and assessment, including online, distance or blended methods.
<b>Course duration</b>	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 re-learning before assessment.
<b>Sequence of delivery</b>	The order of the delivery of the structured learning and assessment activity
<b>Student Cohort</b>	A group of students who have attributes in common.
<b>Volume of learning</b>	<p>The national duration of all activities required for achieving learning outcomes. Volume of learning includes nominal (supervised) hours and unsupervised hours.</p> <p>The Volume of Learning will be the total of:</p> <ul style="list-style-type: none"> <li>• amount of training – directed hours</li> <li>• amount of training – non directed hours</li> <li>• work placement hours</li> <li>• amount of assessment.</li> </ul>
<b>Training Plan</b>	All training delivered under an Australian Apprenticeships training contract is required to be documented in a training plan. The training plan sets out details of how, when and by whom training and assessment is conducted for the student to achieve the competencies required for a qualification.
<b>On-the-job training</b>	Under an Australian Apprenticeship, both the training provider and employer have an obligation to provide training to the apprentice/trainee. The training provider must provide formal training in the underpinning knowledge and skills and ensure the apprentice/trainee can apply their learning to the workplace 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.
--	--