

VETQMS Training and Assessment Strategy (TAS) Procedures

INTRODUCTION

The University is committed to the quality provision of all VET products and services to ensure high quality outcomes for all stakeholders. As part of that commitment, the University engages in the continuous improvement of VET provisions throughout the Training and Assessment Strategy Cycle of plan, design, implement and review.

COMPLIANCE

This is a compliance requirement under the:

- [Standards for Registered Training Organisations \(RTOs\)](#); and
- [National Code of Practice for Providers of Education and Training to Overseas Students](#)

INTENT

This document outlines the University's procedures for the planning, design, implementation and review of VET provisions at the University.

RELEVANT DEFINITIONS

In the context of this document

Academic Board means the University's principal advisory committee to the Council or the Vice Chancellor on academic matters relating to learning, teaching, assessment, research and research training together with the assurance and enhancement of academic quality and standards of all University programs and awards;

Additions mean non-equivalent changes to Training Package products;

Audit means a documented process for obtaining and evaluating evidence to determine in audit criteria is fulfilled;

Australian Skills Quality Authority (ASQA) means the national regulator for VET in Australia. ASQA regulates courses and training providers;

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course;

Assessment moderation means the quality control process aimed at bringing assessor judgements into alignment before the finalisation of student results;

Assessment tools means the instrument used to collect evidence and make judgements for an entire unit of competency or a cluster of units. An assessment tool includes the following components: context and

conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment;

Assessment validation means the quality review of the assessment tools, practices, processes and judgements;

Callista means the student management system;

College means an academic unit or department within the University;

Continuous post-assessment validation means the ongoing process, which checks that the assessment tools produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made;

Continuous improvement means the ongoing process of change for the purpose of improvement to processes, practices, products and services. The university is committed to a four-step continuous improvement quality cycle: approach, deployment, review and improvement (ADRI);

Credit transfer means the recognition of academic credits gained through formal study at other educational institutions;

CRICOS means Commonwealth register of Institutions and Courses for Overseas Students;

Faculty executive means the senior Faculty leadership group which oversees operational performance and provides advice to the Faculty PVC;

Independent assessment validation means that validation is carried out by a validator/s that are not employed or subcontracted by the RTO to provide training and assessment and have no other involvement or interest in the operations of the RTO;

Industry means the bodies that have a stake in the services provided by the University. These can include, but are not limited to: specific enterprise/industry clients, e.g. employers; group training organisations; industry organisations; industry regulators; industry skills councils or committees; industry training advisory bodies; training advisory councils, occupational licensing bodies and unions;

Industry engagement is an ongoing activity where the information obtained is systematically used to develop and review the training and assessment strategies used in VET provisions;

Invalid enrolment means student enrolments reported in the National VET Provider Collection as having participated in a unit, but where there is insufficient evidence to confirm that the student participated in the training in accordance with the audit guidelines for determining participation;

Learnline means the endorsed suite of technologies to support teaching and learning;

Pathways mean arrangements made for students to move between the AQF levels of qualifications;

Principles of assessment means the principles contained in clause 1.8 of the Standards for RTOs 2015, which includes fairness, flexibility, validity and reliability;

Recognition of Prior Learning (RPL) means the process by which prior learning (formal, informal or non-formal) is identified and assessed for relevance and value against the requirements of a VET Course to determine the competencies that may be granted towards that course;

Resource capacity evaluation means the appraisal of the appropriateness and suitability of all resources for the training and assessment of a specific training product at all sites;

Rules of evidence (assessment) means the principles contained in clause 1.8 of the Standards for RTOs 2015, which includes validity, sufficiency, authenticity and currency;

RTO means Registered Training Organisation;

School means an academic unit or department within the University;

Services include the training, assessment, and related educational and support services and/or any activities related to VET provision. It does not include services such as student counselling, mediation or information and communications technology (ICT) support;

ShareStream means the system for uploading, transcoding, storing, managing and delivering rich media in a secure environment;

Third party provider means any party (organisation or entity) that provides services on behalf of, or for the University. A third party may include other Registered Training Organisations, non-registered training providers, recruitment agents or brokers, or employment/job services agencies;

Training and Assessment Strategy (TAS) means the overarching document that describes the training and assessment of a Training Product. The strategy comprises multiple documents. However, there will always be consistency between these documents so that the overall strategy is clearly described;

Training and Assessment Strategy (TAS) Cycle means the cycle of planning, designing, implementing and reviewing VET provisions;

Training package means a set of nationally endorsed standards, qualifications and guidelines used to recognise and assess the skills and knowledge people need to perform effectively in the workplace;

Training product means a VET unit, skill set or qualification registered with ASQA on the University's Scope of Registration. It also includes a VTP comprising units on the University's scope of registration;

Training package repository site means the collaborative web-based document management and storage platform linked to SharePoint, ShareStream and/or Learnline;

Training Package Working Advisory Group (TPWAG) comprises staff members involved in the provision of Training Products from a particular Training Package, as well as VET Developers and other stakeholders. TPWAGs meet at least four times a year to ensure there is a consistent approach to the planning, design, implementation and review of Training Products. TPWAGs provide an organisation-wide approach and ensure consistency in the University's approach to the continuous improvement of VET provisions;

Transfers mean equivalent changes to Training Package products;

Transition plan means the schedule that details how and when students will be transitioned from a superseded VET course to a new one;

University Learning and Teaching Committee (ULTC) means the peak learning and teaching body responsible for the oversight of academic quality in taught courses within the University. It provides advice to the Academic Board on learning and teaching policy, strategies, initiatives and innovation that promote the interests of the University including meeting legislative and professional requirements, the maintenance of quality standards and fostering high quality learning;

VET means Vocational Education and Training;

VET Learning and Teaching Committee (VETLTC) means the body responsible for the oversight of academic quality for VET. It provides recommendations to the ULTC on the Training and Assessment Strategy of Training Products. It also makes recommendations regarding VET training and assessment policy, strategies, initiatives and innovation that promote the interests of the University including meeting legislative and professional requirements, the maintenance of quality standards and fostering high quality learning; and

Work placement means a structured workplace learning supervised by a third party.

PROCEDURES

There are four phases of the Training and Assessment Strategy Cycle: plan, design, implement and review.

Plan Training and Assessment Strategy

The processes involved in planning the Training and Assessment Strategy are:

Training and Assessment Strategy: Plan		
Process	Responsibility	Documentation
Register on training.gov.au for notification of changes to Training Packages.	<ul style="list-style-type: none"> Team Leader EPM Chair TPWAG 	<ul style="list-style-type: none"> Email
Establish and/or organise TPWAG meeting/s to discuss and plan for change to Training Products within Training Package, in line with the Training Package Working Advisory Group (TPWAG) Terms of Reference.	<ul style="list-style-type: none"> Head of School / Dean of College Team Leader Chair TPWAG 	<ul style="list-style-type: none"> TPWAG Terms of Reference* TPWAG Membership Minutes of Meeting/s
Undertake review of Training Package and Companion Volume to determine extent of the changes and implications for Training Products. Identify the assessment requirements as described in the Training Product, Training Package and Companion Volume. Consider course mapping and any implications for student transition arrangements.	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> Minutes of meeting
Source credit arrangements from training.gov.au	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> Minutes of meeting
Source nominal hours from Victorian Purchasing Guide	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> Minutes of meeting
Undertake market research	<ul style="list-style-type: none"> Head of School / Dean of College 	<ul style="list-style-type: none"> Information and data

	<ul style="list-style-type: none"> • Team Leader 	
Identify Training Products for submission as Transfers or Additions to scope or to be removed from scope, in line with the VET Scope Management Procedures	<ul style="list-style-type: none"> • Team Leader • TPWAG 	<ul style="list-style-type: none"> • Minutes of meeting
Conduct industry engagement and consultation with professional bodies, in line with the VET Industry Engagement Procedures. Obtain feedback on the overall training and assessment strategy for each Training Product outlining any specific requirements for different cohorts of students for each context, the resources and facilities necessary to conduct assessment (including simulated environments) and the suitability of the assessor's experience.	<ul style="list-style-type: none"> • Team Leader • TPWAG 	<ul style="list-style-type: none"> • Minutes of meeting
Ensure VET lecturers meet trainer and assessor requirements, in line with the VET Trainer and Assessor Qualification and Industry Currency Procedures.	<ul style="list-style-type: none"> • Team Leader 	<ul style="list-style-type: none"> • VET Lecturer Qualification and Experience Matrix form* • Supervision Plan* (if applicable) • Professional Development Record* • Copies of verified Staff Qualifications
Undertake Resource Capacity Evaluation. Obtain any further resources and facilities necessary to conduct assessment and seek industry validation of any simulated work environments, in line with the VET Industry Engagement Procedures.	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • Resource Capacity Checklist*
Consult with Higher Education School on the development of pathways if applicable.	<ul style="list-style-type: none"> • Chair TPWAG 	<ul style="list-style-type: none"> • Resource Capacity Checklist*
Prepare and submit an EOI for Training Products that are new to scope or involve a new third party provider, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • Head of School / Dean of College 	<ul style="list-style-type: none"> • EOI*
Approve or reject EOI for Training Products that are new to scope or involve a new third party provider, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VET or Faculty Executive 	<ul style="list-style-type: none"> • EOI*
Prepare and submit Resource and Planning Application for approval for each Training Product as either or addition to scope, in line with VET Scope Management Procedures.	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • Resource and Planning Application via CAPS* • Approved EOI* if applicable
Approve or reject Resource and Planning Application, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • Head of School / Dean of College • VET or Faculty Executive 	<ul style="list-style-type: none"> • Resource and Planning Application via CAPS*

	<ul style="list-style-type: none"> ESG (Offshore only) 	
Prepare and submit Request for VET Learnline Site Form after Resource and Planning Application approved, in line with the VET Learnline Procedures.	<ul style="list-style-type: none"> Head of School / Dean of College Team Leader 	<ul style="list-style-type: none"> Request for VET Learnline Site form*
Ensure all planning documentation and industry engagement evidence is appropriately uploaded to Training Package Repository Site, in line with the VET Training Package Repository Site Procedures.	<ul style="list-style-type: none"> Chair TPWAG 	<ul style="list-style-type: none"> All of documentation listed above in this table

Design Training and Assessment Strategy

The processes involved in designing the Training and Assessment Strategy are:

Training and Assessment Strategy: Design		
Process	Responsibility	Documentation
Engage with industry in the development of the TAS if not undertaken in planning phase, in line with the VET Industry Engagement Procedures.	<ul style="list-style-type: none"> Team Leader TPWAG 	<ul style="list-style-type: none"> Minutes of meetings
Organise, prepare and approve any Third Party Agreements, in line with the Third Party Agreement Procedures	<ul style="list-style-type: none"> Team Leader Head of School / Dean of College 	<ul style="list-style-type: none"> Third Party Delivery Agreement*
Prepare or review Training and Assessment Strategy (TAS) for each Training Product for specific student cohorts, including Transition Plan, in line with VET Course Transition Procedures.	<ul style="list-style-type: none"> TPWAG Team Leader 	<ul style="list-style-type: none"> TAS via CAPS*
Prepare Course Information Flyer/s/s consistent with the TAS.	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> Course information Flyer/s via CAPS*
Document the assessment validation strategy, in line with the VET Assessment Validation Procedures, including: <ul style="list-style-type: none"> continuous pre-assessment validation such as when, how and who will validate assessment tools and how the findings will be actioned and documented continuous post-assessment validation which involves validating the assessment judgements, documenting the findings and updating the Assessor Guide scheduled post-assessment validation any independent assessment validation required any other moderation strategy that the TPWAG chooses to implement. 	<ul style="list-style-type: none"> Team Leader TPWAG 	<ul style="list-style-type: none"> TAS via CAPS*

<p>Design the specific assessment tools to be utilised within each unit, or clusters of units, that complies with the Training Package requirements, performance criteria, assessment requirements, and required knowledge and skills.</p> <p>Document the assessment for each unit, or cluster of units, including:</p> <ul style="list-style-type: none"> • types of assessment tools • when and how the assessment will occur • any reasonable adjustments to be made • any resources required to support assessment methods • number of assessment attempts allowed. <p>Apply the Principles of Assessment in the development of the assessment methods.</p> <p>Incorporate the Rules of Evidence in the assessment methods.</p>	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • TAS via CAPS* • Assessor Guide* • Unit Outline* • Student Assessment Guide* • RPL Kits*
<p>Conduct pre-assessment validation of all assessment tools in line with the VET Assessment Validation Procedures</p>	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • Assessor Guide* • Unit Outline* • Student Assessment Guide* • RPL Kits* • Pre-assessment Validation Report*
<p>Design the specific training methods to be utilised within each unit, or clusters of units, that complies with the Training Package requirements, performance criteria, assessment requirements, and required knowledge and skills.</p>	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • TAS via CAPS* • Unit Outline* • Session Plans* • Teaching & Learning Materials/Resources • Unit Validation of Third Party Learning and Teaching Materials* • Work Placement Guides*
<p>Update all VET lecturer records in line with the VET Trainer and Assessor Qualification and Industry Currency Procedures.</p>	<ul style="list-style-type: none"> • VET Lecturer 	<ul style="list-style-type: none"> • VET Lecturer Qualification and Experience Matrix Form* • Supervision Plan* (if applicable) • Professional Development Record* • Copies of Staff Qualifications and Licences • Copy of Ochre Card
<p>Review final TAS documentation, in line with the VET Scope Management Procedures. Ensure</p>	<ul style="list-style-type: none"> • EPM • VET Developer 	<ul style="list-style-type: none"> • Checklist for Reviewing Transitions and Additions to Scope*

consistency of assessment information and details across all TAS documents.	<ul style="list-style-type: none"> • VET Quality Support Officer • VET Quality Co-ordinator 	
Submit TAS, industry engagement evidence and other TAS documents for approval, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • Chair TPWAG 	<ul style="list-style-type: none"> • TAS via CAPS* • Course Information Flyer/s* • VET Lecturer Qualification and Experience Matrix Form*
Approve or reject Training and Assessment Strategy. If approved recommend to VET or Faculty LTC, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • Team Leader • Head of School / Dean of College 	<ul style="list-style-type: none"> • TAS via CAPS* • Course Information Flyer/s* • VET Lecturer Qualification and Experience Matrix Form*
VET or Faculty LTC accept or reject TAS recommendation from Head of School / Dean of College in line with the VET Scope Management Procedures. If accepted by VET or Faculty LTC then referred to Academic Board via ULTC for approval.	<ul style="list-style-type: none"> • Chair VETLTC of Faculty LTC • ULTC 	<ul style="list-style-type: none"> • Minutes of Meeting
Approve ASQA Declaration for additions, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VC 	<ul style="list-style-type: none"> • ASQA Declaration
Finalise additions and submit to ASQA, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VET Quality Support Officer 	<ul style="list-style-type: none"> • Receipt
Notify VET Business Improvement Manager of ASQA payment details for additions, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VET Quality Support Officer 	<ul style="list-style-type: none"> • Email
Prepare CRICOS application and submit to ASQA	<ul style="list-style-type: none"> • Team Leader International Officer Director 	<ul style="list-style-type: none"> • CRICOS application
Notify PVC Faculty, EPM, TPWG Chair, Team Leaders and VET Developer of ASQA decision listing all Training Products and the reference number for additions, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VET Quality Support Officer 	<ul style="list-style-type: none"> • Email
Upload all ASQA evidence on Registration and Accreditation site, in line with the VET Scope Management Procedures.	<ul style="list-style-type: none"> • VET Quality Support Officer 	<ul style="list-style-type: none"> • TAPS via CAPS* • Course Information Flyer/s* • VET Lecturer Qualification and Experience Matrix Form*
Load qualification details on Callista and Website for marketing.	<ul style="list-style-type: none"> • Course Support Officer 	<ul style="list-style-type: none"> • Callista • Website • Course Information Flyer/s*

Apply to DBE for apprenticeships/traineeships	<ul style="list-style-type: none"> VET Quality Support Officer 	<ul style="list-style-type: none"> Form 7*
Ensure all TAS documentation, including the TAS and industry engagement evidence is appropriately uploaded to Training Package Repository Site, in line with the VET Training Package Repository Site Procedures.	<ul style="list-style-type: none"> Chair TPWAG 	<ul style="list-style-type: none"> All of above documentation listed as above in table

Implement Training and Assessment Strategy

The processes involved in implementing the Training and Assessment Strategy are:

Training and Assessment Strategy: Implement		
Process	Responsibility	Documentation
Ensure VET lecturers have access to Training Package Repository Site and can locate all training materials and validated assessment methods and other assessment documents as outlined in the TAS.	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> TAS via CAPS* Unit Outline Student Assessment Guide* Unit Assessment feedback form* Session Plans* Assessor Guide* RPL Kits*
Ensure VET lecturers understand the conditions for assessment, the need for reasonable adjustment and appeals processes.	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> Assessor Guide*
Organise induction for new VET Lectures	<ul style="list-style-type: none"> Team Leader VET Developer 	<ul style="list-style-type: none"> Induction Checklist VET Induction Site
Organise and finalise, excursions and work placements, in line the VET Work Placement Procedures.	<ul style="list-style-type: none"> Team Leader VET Lecturer 	<ul style="list-style-type: none"> Field Placement Medical Declaration* Work Placement Guide
Implement Transition Plan and ensure key dates are adhered to, in line with the VET Course Transition Procedures.	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> TAS via CAPS*
Prepare and distribute student and lecturer timetables	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> VET Timetable Request Form* Timetable
Organise direct supervision procedures for VET Lecturers without CIV TAE, in line with VET Trainer and Assessor Qualification and Industry Currency Procedures	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> Supervision Plan*
Finalise Learnline site checking, in line with the VET Learnline Procedures	<ul style="list-style-type: none"> Site Co-ordinator Learnline Developer and Trainer 	<ul style="list-style-type: none"> VET Learnline Site Check*
Print, publish or upload Unit Outline, Student Assessment Guide, RPL Kit and other learning resources.	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> Unit Outline* Student Assessment Guide*

		<ul style="list-style-type: none"> Unit Assessment Feedback Form* RPL Kit
Arrange pre-enrolment and enrolment, in line with the VET Course Admissions Procedures.	<ul style="list-style-type: none"> Team Leader CSOs VET Lecturer 	<ul style="list-style-type: none"> Electronic Roll Book templates* Request to Establish VET Enrolment Online* LLN assessment
Process credit transfer applications	<ul style="list-style-type: none"> Team Leader VET Lecturer 	<ul style="list-style-type: none"> RPL Kit* RPL Application form* Applicants Guide to RPL*
Record RPL applications in Area 52 RPL Tracking Database, enter RPL applicant's details in Student Management System and store in TRIM, in line with the VET Recognition Procedures	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> RPL Kit* RPL Application form* Applicants Guide to RPL*
Record RPL applications in Area 52 RPL Tracking Database, enter RPL applicant's details in Student Management System and store in TRIM, in line with the VET Recognition Procedures	<ul style="list-style-type: none"> CSO 	<ul style="list-style-type: none"> RPL Application form*
Conduct RPL assessment, advise the student and submit the Resulting Form, in line with the VET Recognition Procedures. Organise gap training if necessary.	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> RPL Competency Conversation* RPL Assessment Record* RPL Resulting form*
Conduct training, in line with TAS.	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> TAS via CAPS* Session Plans* Unit Outline* Student Assessment Guide* Session Plans* Assessor Guide*
<p>In the pre-assessment phase ensure that:</p> <ul style="list-style-type: none"> students are properly prepared for assessment the Assessor Guide is followed assessor has the appropriate qualifications to assess. <p>In line with the VET Assessment Policy.</p>	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> Assessor Guide* Unit Outline* Student Assessment Guide*
Conduct the assessment, collect evidence and make judgements following the Assessor Guide and the Rules of Evidence, in line with the VET Assessment Policy.	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> Assessor Guide*
Conduct moderation if required and implement recommendations.	<ul style="list-style-type: none"> VET Lecturers 	<ul style="list-style-type: none"> Assessment Moderation Report*
Provide student feedback for each assessment and for the unit of competency. Record final outcome of satisfactory or unsatisfactory, as well as the assessor's signature and the date of the assessment, in line with the VET Assessment Policy.	<ul style="list-style-type: none"> VET Lecturer 	<ul style="list-style-type: none"> Student assessment Guide* Unit Assessment Cover Sheet*

Provide student feedback for every assessment judgment and the overall unit of competency, including their signature and date, in line with the VET Assessment Policy.	<ul style="list-style-type: none"> • VET Lecturer 	<ul style="list-style-type: none"> • Student Assessment Guide* • Unit Assessment Cover Sheet*
Enter student results on a continuing basis for every unit of competence in the Student Management System. Ensure that class lists have been downloaded from Callista and reconciled with students who have participated in learning. (NB: If assessments are undertaken within Learnline, VET Lecturers store student results in Gradebook. However, the results displayed in Learnline are not the official area for final results), in line with the VET Assessment Policy.	<ul style="list-style-type: none"> • VET Lecturer • CSO 	<ul style="list-style-type: none"> • Training Record Template* • Final Candidates List* • RPL Resulting form*
Finalise documentation for the issuance of certificates to students.	<ul style="list-style-type: none"> • Team Leader • CSO • VET Lecturer 	<ul style="list-style-type: none"> • Graduate Summary Report*
Store all student assessment and RPL evidence including assessor judgements, feedback and student feedback and all RPL forms. This evidence must be retained for a minimum period of six months from the date on which the judgement of competence for a student is made: <ul style="list-style-type: none"> • If the assessment is completed in the period 1 January to 30 June all completed assessment items are retained for the period ending 31 December of that calendar year. • If the assessment is completed in the period 30 June to 31 December all completed assessment items are retained for the period ending 30 June of the following calendar year. However, evidence of student participation must still be kept beyond the six month period for the purposes of Invalid Enrolment (IE) Audits. Ensure all documents are signed and dated by students and assessors before filing. Ensure all evidence and documents are stored, in line with the VET Training Package Repository Site Procedures.	<ul style="list-style-type: none"> • VET Lecturer 	<ul style="list-style-type: none"> • Student Assessment Evidence • Assessment Cover Sheets* • Assessment Unit Cover Sheets* • RPL Application Form* • RPL Competency Conversation* • RPL Assessment Record* • RPL Resulting Form* • Final Candidates List*
Ensure all TAS documentation and student assessment and RPL evidence is appropriately uploaded to Training Package Repository Site, Learnline and/or Sharestream, in line with the VET Training Package Repository Site Procedures.	<ul style="list-style-type: none"> • Chair TPWAG 	<ul style="list-style-type: none"> • All of above documentation listed as above in this table

Review Training and Assessment Strategy

The processes involved in reviewing the Training and Assessment Strategy are:

Training and Assessment Strategy: Review		
Process	Responsibility	Documentation
Conduct continuous post-assessment validation on assessor judgements, complete report and prepare an Improvement Plan, in line with the VET Assessment Validation Procedures.	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> TAS via CAPS* Unit Outline* Student Assessment Guide* Assessor Guide* Sample of student assessment evidence Continuous Post Assessment Validation Report*
Conduct Scheduled Assessment Validation, complete report and prepare an Improvement Plan, in line with the VET Assessment Validation Procedures.	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> TAS via CAPS* Unit Outline* Student Assessment Guide* Assessor Guide* Sample of student assessment evidence Scheduled Assessment Validation Report*
Organise any necessary Independent Assessment Validation, and prepare an Improvement Plan in line with the VET Assessment Validation Procedures.	<ul style="list-style-type: none"> EPM Manager, VET Development Team 	<ul style="list-style-type: none"> TAS via CAPS* Unit Outline* Student Assessment Guide* Assessor Guide* Sample of student assessment evidence Independent Assessment Validation Report*
Implement Continuous, Scheduled and Independent Assessment Validation Improvement Plans and record results, in line with the VET Assessment Validation Procedures.	<ul style="list-style-type: none"> Team Leader TPWAG 	<ul style="list-style-type: none"> Continuous Post-Assessment Validation Report* Scheduled Assessment Validation Report* Independent Assessment Validation Report*
Implement Quality Audit Improvement Plan, in line with VET Quality Audit Procedures.	<ul style="list-style-type: none"> Team Leader TPWAG 	<ul style="list-style-type: none"> Quality Audit Improvement Plan*
Check training.gov site for any amendments to the Training Package.	<ul style="list-style-type: none"> TPWAG 	<ul style="list-style-type: none"> List of minor and major amendments required

Review student, industry, employer and lecturer feedback	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • LQ results and Improvement Plan • EQ results and Improvement Plan • MyView
Review staff capability and capacity.	<ul style="list-style-type: none"> • Head of School / Dean of College • Team Leader 	<ul style="list-style-type: none"> • PDRS* • Recruitment Action
Review student progression and pathways with HE	<ul style="list-style-type: none"> • Team Leader 	<ul style="list-style-type: none"> • Minutes of meeting
Review HE pathways and credit transfer arrangements	<ul style="list-style-type: none"> • Team Leader VET • Theme Leader HE 	<ul style="list-style-type: none"> • Minutes of meeting
Review Training and Assessment Strategy, in line with VET Training and Assessment Strategy (TAS) Review Procedures.	<ul style="list-style-type: none"> • TPWAG 	<ul style="list-style-type: none"> • TAS via CAPS* • Unit Outline* • Student Assessment Guide* • Session Plans* • Assessor Guide* • Continuous, Scheduled and • Independent Assessment Validation Reports* • RPL Kits* • Teaching and Learning • Materials/Resources • Unit Validation of Third Party • Learning and Teaching • Materials*
Review and update Course Information Flyer/s.	<ul style="list-style-type: none"> • Lecturer 	<ul style="list-style-type: none"> • New Course Information • Flyer/s* • Request to Amend a Registered • Qualification UNIT(S) and DELIVERY Form*
Monitor and review Third Party Delivery, in line with Third Party Agreement Procedures.	<ul style="list-style-type: none"> • Team Leaders 	<ul style="list-style-type: none"> • Audit Report Third Party • Delivery Agreement* • Third Party Delivery Agreement Monitoring Record*
Submit Request to Amend Forms, in line with VET Scope Management Procedures.	<ul style="list-style-type: none"> • Team Leader 	<ul style="list-style-type: none"> • Request to Amend a Registered Qualification

		UNIT(S) and DELIVERY Form* <ul style="list-style-type: none"> Request to Remove a Unit or Course from Scope Form*
Changes made to Callista and website, in line with VET Scope Management Procedures.	<ul style="list-style-type: none"> Course Support Officer 	<ul style="list-style-type: none"> Callista Website
Request Learnline sites or roll over of sites, in line with VET Learnline Procedures.	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> Request for VET Learnline Site form*
Ensure all TAS documentation and TAS Review documentation is appropriately uploaded to Training Package Repository Site, in line with Training Package Repository Site Procedures.	<ul style="list-style-type: none"> Chair TPWAG 	<ul style="list-style-type: none"> All of above documentation listed as above in this table

ESSENTIAL SUPPORTING INFORMATION

Internal

[Grading Policy](#)

[Quality Policy](#)

[Records Management Policy](#)

[Student Refund Policy](#)

[Students – Academic Grievance Procedures](#)

[Students – Breach of Academic Integrity Procedures](#)

[VET Assessment Validation Procedures](#)

[VET Course Admissions Procedures – Domestic](#)

[VET Domestic Students - Refund of Fees Procedures](#)

[VET Recognition Procedures](#)

[VET Third Party Delivery Agreement Procedures](#)

[VET Trainer and Assessor Qualification and Industry Currency Procedures](#)

[VETQMS Scope Management Procedures](#)

[VETQMS Training and Assessment Strategy \(TAS\) Cycle Procedures](#)

[VET Quality Management System \(VETQMS\) Policy](#)

External

[Australian Qualifications Framework](#)

[Australian Skills Quality Authority](#)

[Education Services for Overseas Students Act 2000](#) (Commonwealth)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
Commonwelath)

[Standards for Registered Training Organisations \(RTOs\) 2015](#) (Commonwealth)

<https://training.gov.au/Home/Tga>

Document History and Version Control

Last amendment:	15 Dec 2017	Next Review:	Sep 2019
Sponsor:	Pro Vice-Chancellor, Education and Student Success		
Contact Officer:	Manager, VET Development Team		

Version	Date Approved	Approved by	Brief Description
1.00	20 Sep 2017	Academic Board	Creation of original document and upload to CDU website.
1.01	15 Dec 2017	Governance	Conversion to new Governance template due to new University branding