

Training and assessment strategy

VET policies and procedures

School RTO approval statement					
School RTO name	Redbank Plains State High School				
Policy start date	4/10/2024	QCAA school number	133	National provider number	46368
The Principal as Chief Executive Officer (CEO) approves: <ul style="list-style-type: none">• the policy, procedure and implementation requirements• all identified attachments to this policy and procedure• all modifications to the policy and procedure prior to implementation• the delegated Registered Training Organisation (RTO) officer/s to implement the policy and procedure• the allocation of time to ensure delegated officers carry out all components within the prescribed timelines and dates of all activities outlined in the quality calendar detailed through this policy and procedure• the RTO Manager monitoring, evaluating and reviewing the application of this policy and procedure to ensure compliance at all times• QCAA analysing these documents when conducting audits• that email addresses provide the same acknowledgment as a signature.					
RTO Manager			Principal		
Name	Amy Luxton		Name	Aimee Argiro	
Email	Aluxt2@eq.edu.au		Email	Abrow468@eq.edu.au	
Date	4/10/2024		Date	4/10/2024	
All additional delegated officers (add additional places to this table as required)					
Delegated officer	Diana Furlan		Delegated officer	Jake Currie	
Email	Dfurl4@eq.edu.au		Email	Jcurr227@eq.edu.au	
Date	4/10/2024		Date	4/10/2024	
Delegated officer	Mary Zaszlos				
Email	Mzasz4@eq.edu.au				
Date	4/10/2024				

Section 1 Policy and procedure

Section 1 of this policy and procedure addresses the development of a training and assessment strategy (TAS) for each qualification being delivered. See [Section 4](#) for an explanation of what each TAS section records. Section 1 also applies for any proposed additions to scope.

Relevant Standards: 1.1–1.7, 1.8, 1.9–1.19, 1.20, 1.26, 2.1, 2.2, 3.5, 4.1, 5, 5.2, 8.4(b), 8.5, Data Provision Requirements 2012, Schedules 1 and 5

Training and assessment strategies and practices

TAS policy and procedure							
Policy	Program overview	Training and assessment	Training and assessors	Physical resources and environment	Industry engagement	Validation	Monitoring
<ul style="list-style-type: none"> Each qualification on the RTO scope of registration will always have a current and accurate TAS document that provides the macro-level requirements of the learning and assessment program. A TAS will always be developed through industry engagement; a TAS may only be implemented after approval by RTO Management. The RTO will submit a TAS document with Sections 1–7 completed for every application to add a new qualification to scope. 	<ul style="list-style-type: none"> Sections 1, 2 and 4 of the TAS provide details of the program overview and requirements. Information in Sections 1–4 is to inform students before and at enrolment. Section 4 outlines any work experience. The trainer and assessor, RTO Manager and Principal will use Section 10 to verify TAS implementation. 	<ul style="list-style-type: none"> Section 3 of the TAS outlines the proposed learning and assessment program. All assessment is developed in accordance with the Assessment policy and procedure. When an assessment is used, update Section 8 for the validator/team to select from. 	<ul style="list-style-type: none"> Section 5 of the TAS shows how each individual trainer and assessor meets the mandatory requirements. Trainers and assessors are appointed in accordance with the Trainer and assessor policy and procedure. 	<p>Section 6 of the TAS outlines availability of specific resources and how they meet the delivery and assessment requirements of listed units of competency and the training package.</p>	<ul style="list-style-type: none"> Section 7 records mandatory industry engagement. It includes verifiable details, confirmations, brief summaries of recommendations and defined timelines for required actions. Industry engagement is conducted in accordance with the Industry engagement policy and procedure during the development of each TAS. 	<ul style="list-style-type: none"> Section 8 identifies all assessment tools used in conjunction with this TAS. Section 9 records all validation activity including when and how outcomes will be actioned. Validation is systematically conducted in accordance with the Validation policy and procedure. 	<ul style="list-style-type: none"> Section 11 records TAS changes, dates and monitoring activities. The TAS is a dynamic document informed by ongoing evaluation including the evaluation of quality indicators. It will be updated whenever a strategy or practice changes.

Section 2 TAS development checklist

The RTO Manager or delegated officer will use this checklist when developing, implementing and amending the TAS and practices document.

TAS development checklist	Yes	No
Development and maintenance		
The most current approved TAS template has been used.	<input type="checkbox"/>	<input type="checkbox"/>
For a new TAS, when submitted with an application to add to scope, Sections 1–7 and 10 are completed.	<input type="checkbox"/>	<input type="checkbox"/>
Details in Sections 1, 2 and 4 of the TAS meet the current training package rules of the qualification and units of competency, including prerequisites, as confirmed through training.gov.au.	<input type="checkbox"/>	<input type="checkbox"/>
Units of competencies have been checked against the current scope of registration on the QCAA Portal. All units listed in the TAS appear on the scope attached to the qualification.	<input type="checkbox"/>	<input type="checkbox"/>
Student profile document is checked against the TAS and includes the correct units.	<input type="checkbox"/>	<input type="checkbox"/>
Data officer has been advised of the correct units for student enrolment and any credit transfer or flexibility arrangements.	<input type="checkbox"/>	<input type="checkbox"/>
Information in Sections 1–4 matches mandatory information made available to students and parents/guardians prior to enrolment.	<input type="checkbox"/>	<input type="checkbox"/>
Section 3 is completed in accordance with the Assessment policy and procedure. The learning program, assessment activities, evidence-gathering tools and relevant units of competency are clearly identified.	<input type="checkbox"/>	<input type="checkbox"/>
A mapping tool has been completed that supports the validity and sufficiency of the Section 3 proposed learning program.	<input type="checkbox"/>	<input type="checkbox"/>
Section 4 is completed in accordance with the Assessment policy and procedure. Any work placement or experience arrangements are in writing, and students and parents/guardians have been advised prior to commencement.	<input type="checkbox"/>	<input type="checkbox"/>
Section 5 is completed in accordance with the Trainer and assessor policy and procedure. Any unit of competency trainer- and assessor-specific requirements have been identified and suitability evidence recorded.	<input type="checkbox"/>	<input type="checkbox"/>
Section 6 of the TAS details the current training package resource requirements of the qualification and units of competency as confirmed through training.gov.au. Evidence supporting access to all required resources has been recorded.	<input type="checkbox"/>	<input type="checkbox"/>
Industry engagement is conducted in accordance with the Industry engagement policy and procedure and is recorded in Section 7. Verified details of either two or three industry representatives are recorded. Summaries of comments for the four mandatory relevance statements provided clear reasons for the industry representatives' answers.	<input type="checkbox"/>	<input type="checkbox"/>
Section 10 is completed when the TAS is approved and ready for implementation.	<input type="checkbox"/>	<input type="checkbox"/>
All sections are completed on the existing TAS document.	<input type="checkbox"/>	<input type="checkbox"/>
Before the commencement of validation, Section 8 will list all the assessment tools used in conjunction with this qualification.	<input type="checkbox"/>	<input type="checkbox"/>

TAS development checklist	Yes	No
Sections 8 and 9 are completed in accordance with the Validation policy and procedure.	<input type="checkbox"/>	<input type="checkbox"/>
Section 11 is completed and progressively updated in accordance with the Governance and administration policy and procedure.	<input type="checkbox"/>	<input type="checkbox"/>
A copy of the TAS with validation records is archived for audit purposes.	<input type="checkbox"/>	<input type="checkbox"/>
Approval		
Cover page is completed and dated by Principal and RTO Manager. Email addresses provide the same acknowledgment as a signature.	<input type="checkbox"/>	<input type="checkbox"/>
Improvement and maintenance		
Conduct student survey/interview at the conclusion of each training program. Record key findings in Section 11 'RTO Manager notes'.	<input type="checkbox"/>	<input type="checkbox"/>
Conduct trainer and assessor survey/interview at the conclusion of each training program. Record key findings in Section 11 'RTO Manager notes'.	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate quality indicator data and evaluate training and assessment practices. Record key findings in Section 11 'RTO Manager notes'.	<input type="checkbox"/>	<input type="checkbox"/>
Communicate required improvements, strengths and weaknesses to Principal and stakeholders. Record key findings in Section 11 'RTO Manager notes'.	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations resulting from this process are discussed with trainers and assessors and the TAS document is amended.	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 Systematic monitoring

Completing Section 3 satisfies the requirement of the Standard for systematic monitoring.

The RTO Manager will record the dates when monitoring activities occur, the outcomes of the monitoring process and any rectifications required to ensure ongoing compliance.

A 'No' indicates a non-compliance and must be reported to the RTO Manager. Appropriate rectification must be recorded and actioned.

Relevant Standards: 2.1, 2.2

Systematic compliance monitoring checklist	
Date of successive monitoring activities	Name of person/s conducting successive monitoring activities
24/11/2025	Amy Luxton, Mary Zaszlos
[Date]	
[Date]	
[Date]	

Monitoring the application of this policy and procedure by the RTO		Record of last monitoring	
		Yes	No
School RTO approval statement (Page 1 of this document)	The following details are current and complete:		
	• school RTO name	<input type="checkbox"/>	<input type="checkbox"/>
	• the policy and procedure document is dated (start date)	<input type="checkbox"/>	<input type="checkbox"/>
	• QCAA school number	<input type="checkbox"/>	<input type="checkbox"/>
	• national provider number	<input type="checkbox"/>	<input type="checkbox"/>
	• Principal's name and contact details	<input type="checkbox"/>	<input type="checkbox"/>
	• RTO Manager's name and contact details	<input type="checkbox"/>	<input type="checkbox"/>
	• all delegated officers' names and contact details.	<input type="checkbox"/>	<input type="checkbox"/>
Policy and procedure (Section 1 of this document)	TAS policy represents current practice.	<input type="checkbox"/>	<input type="checkbox"/>
	TAS procedures represent current practice.	<input type="checkbox"/>	<input type="checkbox"/>
	TAS requirements represent current practice.	<input type="checkbox"/>	<input type="checkbox"/>
TAS development checklist (Section 2 of this document)	The TAS development checklist has been used when developing all TASs.	<input type="checkbox"/>	<input type="checkbox"/>
TAS monitoring	Section 11 of the TAS has been used to monitor, evaluate and review each TAS document following program delivery.	<input type="checkbox"/>	<input type="checkbox"/>
Template	Current approved template has been used for each current TAS.	<input type="checkbox"/>	<input type="checkbox"/>

RTO Manager notes	
Comment on the last monitoring activity	
List any non-compliances	
List any rectifications	

Section 4 Explanation of TAS sections

This section gives a brief explanation of the contents of each TAS section.

TAS Section	Explanation
TAS Section 1 Program overview	Essential program information for trainers, assessors, students, parents/guardians and RTO management. It includes critical pre-enrolment information: packaging rules and pathways, entry requirements, mode of delivery, delivery locations, program duration, amount of learning, third-party arrangements, support services, early termination, transitioning, credit transfer, RPL, certification, USI, emails as signatures, complaints and appeals and reporting. This information is usually made available to students. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope), all details in this section must be accurately and fully completed.
TAS Section 2 Program details	Details of units of competency, options regarding electives and identification and arrangement advice for higher risk units. If more units are being offered to students than are required to complete the qualification, an explanation on the flexibility arrangements available to students must be provided. This information is usually made available to students, data managers, trainers and assessors. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) all details in this section must be accurately and fully completed.
TAS Section 3 Assessment	Details of the learning program. It provides a succinct summary of each assessment activity and the units of competency relevant to the activity as well as the different evidence-gathering techniques the assessor will use. It is usually made available to students and RTO management. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) all details in this section must be accurately and fully completed. Any changes made to the learning program after implementation must be captured in this section.
TAS Section 4 Work placement	If work experience is part of the strategy, then basic details are recorded in this section. It serves as a reminder of the legislated requirements associated with work experience. Work experience arrangements must be in writing and made before the student starts a work experience placement. It is usually made available to students and parents/guardians. If work experience is not a component of the learning program, select the 'Not provided' box.
TAS Section 5 Trainers and assessors	Identifies the trainers and assessor, and the units of competency they will be delivering. A brief summary of evidence of specialist skills that trainers and assessors hold to meet the assessment requirements of the units of competency is captured here. Examples of unit specialisation requirements could include: welding, chemical handling, blue card, white card, first aid, coaching, language literacy and numeracy (LLN), hospitality experience. It is optional to provide this information to students and parents/guardians but mandatory for RTO management.
TAS Section 6 Resources	Identifies critical resources available to the RTO to meet the training and assessment requirements of the units of competency making up the qualification. It will often include detailed lists of simulated environments, first aid equipment, recreational equipment, access to external resources and other industry-specific equipment etc. This information is usually provided to trainers and assessors and RTO management. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) this section must be accurately and fully completed.

TAS Section	Explanation
TAS Section 7 Industry engagement	This section is used to capture details of engagement with industry representatives when developing a TAS. Sufficient information must be recorded to verify the suitability of the representatives. Four key questions must be answered and comments recorded on why those answers were given. No additional records of engagement need be kept. It is updated whenever a substantial change is made to the TAS and practices. At least two individuals must be engaged, three if the qualification is a Certificate III or above. This is a mandatory component of the TAS. This section must always be complete.
TAS Section 8 Assessment tools	Details all the assessment tools used in conjunction with the qualification. Validators will choose from this list when organising validation. It is more detailed than Section 3 because it provides a concise description of all assessment tools (activity and evidence-gathering tools). Tools are only recorded after they have been used to train and assess students. This section is not completed when applying to add a qualification to scope, but must be completed before commencing validation of the qualification's assessment tools. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) this section will be blank.
TAS Section 9 Systematic validation	Details and instructions for implementing the systematic validation of the qualification's assessment tools. Validators and RTO managers will use this section to record the validation process to an auditable standard. No additional records of validation need be kept. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) this section will be blank.
TAS Section 10 Implementation checklist	This section is a checklist used when initially implementing a TAS and practices. Use it to verify completion of mandatory sections of TAS by gathering and recording evidence from the Principal, RTO manager, trainers and assessors. Completion of this section records evidence of quality assuring the implementation and that audit quality records have been retained. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) this section will be partially completed.
TAS Section 11 Monitoring checklist	The Standards require systematic monitoring of the TAS and practices post-implementation. RTO management use this checklist to identify potential non-compliance and to quality assure practices. It identifies the person conducting the quality review and the date it commenced. RTO management records comments on the outcome and how any non-compliances will be addressed. No additional monitoring records need be kept. When submitting a TAS for the first time (i.e. when requesting to add a qualification to scope) this section will be blank.