Mastery Institute Australia

Training and Assessment Strategy (TAS) Development Policy and Procedure

Version 4.0

Table of Contents

1. Purpose

The institute has created this policy to accomplish its objective of providing quality training to students. The institute ensures that the training and assessment activities meet the requirements of the training products, VET accredited courses, relevant industry, and students.

The training and assessment strategy (TAS) provides action plans for delivering and assessing the training products in accordance with Outcome Standards for RTOs, Standard 1.1 and standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018. It includes some important aspects of the qualification's (training product) training and assessment such as its duration, units of competency details, delivery method, amount of training and sequencing of units of competency. The TAS is required to convey up-to-date information about the training products. The changes in the training product requirements, industry techniques, technology and licensing requirements for the relevant training products are required to be updated in the TAS[1].

This policy provides a system for the institute in aligning its training and assessment activities with the requirements of the relevant industry, training products, students, Outcome Standards for RTOs, Standard 1.1 and standard 11 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Scope

This policy applies to all academic team comprising of Compliance team, Training Coordinator and Trainer and Assessor. All the academic team, under the supervision of CEO, will ensure that all the Training and Assessment procedures are followed.

2. Policy

MIA will ensure that all training and assessment strategies are applicable on all training products on the scope of registration. These strategies are consistent with the requirements of the relevant training package and enable each student to meet the requirements for each unit of competency with training that is structured to support students to progress, providing sufficient time for instruction, practice, feedback, and assessment. A training and assessment strategy will be developed and maintained for every course where there is a different mode of delivery, different delivery duration or structure or where the needs of the student require a varied delivery model.

The Training Manager has primary responsibility for training and assessment strategy development. The Training Manager may delegate or outsource this work as priorities demand but retains primary responsibility.

[1] Refer to section 5 of procedure for the adjustment of TAS.

3. Training and Assessment Strategies content

Each training and assessment strategy at MIA adhere to include the following:

i. The **target training product** code and title. This means that all qualification or unit of competency training product codes and titles should be clearly identified in accordance with how they appear in the national training package.

ii. Identify the **core and elective units** of competency and provide any rationale about alignment with the qualification packaging rules (where appropriate).

iii. Description of the **target student cohort** for the relevant training product, including:

- who they are (employment status, reason for learning, etc)
- reason for learning
- expected pre-existing knowledge and skills
- related industry experience

iv. The **entry requirements** for the training product, including:

- requirements set by the relevant training package or accredited course
- local requirements set by MIA such as being an existing worker or holding specific units of competency or qualification, minimum age, etc
- licensing, legislative or regulatory requirements
- language literacy and numeracy requirements

v. The high-level **training delivery arrangements**, including:

- mode of delivery, such as face-to-face at RTO premises, face-to-face at workplace, online, distance or blended delivery method

- duration of the course in weeks or hours
- unit delivery structure and sequence including an outline of unit clustering where this design technique is used
- pre or co-requisite units of competency
- target student cohort group size (min / max)
- student / trainer ratio for theory / practical training and assessment
- training techniques and activities to engage and involve students and enable them to build skills and knowledge to cater to diverse and varied learning needs, styles and preferences.
- work placement commitment and supporting arrangements (if relevant to the training product)
- support arrangements for students with different learning needs
- rationale for how the training design and delivery enables students to build the skills, knowledge and prepare them for assessment

vi. **Description of the training modes**, including:

- identify each training mode separately and giving a description of each regarding the training techniques and activities that will be delivered.
- explain the time that will be allocated to the delivery of each mode including training that is supervised and non-supervised.
- explain the general training content that will be delivered in each mode such as a focus of practical skills in face-to-face training and theoretical knowledge delivered using non-supervised training modes.
- if relevant, explain the allocated trainer ratio for each training mode to highlight to level of supervision and engagement to be achieved.

- If relevant, explain how each training mode will be coordinated such as referring to the course program or using a learning management system to distribute learning material and to communicate with students.

vii. **Description of the assessment methods**, including:

- Identify each method of assessment that will be used across all units of competency being delivered over the course duration. Try to keep these simple and consider how these assessment methods will fit into the structure of the course and the allocated mode of delivery. It is recommended that assessment methods be allocated and describe using the following categories:

- Supervised assessment, such as:
    - Practical observation, including:
        - Task demonstration
        - Role play
        - Team activities
        - Presentation
        - etc
    - Knowledge examination, including:
        - Supervised knowledge assessment
        - Verbal question and answer
        - Professional discussion
        - etc
- Non-supervised assessment, such as:

- Work projects
- Assignments
- Evidence portfolios
- Online assessment task
- Workbook activities
- Workplace logbook
- etc

- If relevant, explain how each **assessment method will be coordinated** such as referring to the course program or using a learning management system to distribute assessment tasks to and communicate with students.

- Explain the expectation for assessors to **brief students on the assessment** tasks. This may include the minimum requirements for the assessment briefing that must be addressed and the timing of the assessment briefing before the assessment is due. This alleviates the need to repeat this throughout all assessment tools.

- Explain the requirement for **recording and reporting assessment**. This should specify the expectation for assessors to record evidence that demonstrates their judgement of the student's performance and the timings for reporting that must be complied with. This information will need to compliment the arrangements for assessment quality control.

- Explain the **reassessment guidance**. This information will need to compliment the assessment policy arrangements.

- Explain any **reasonable adjustments** that can and should be applied to the assessment particularly taking into consideration the target student. As an example, if the student is an existing worker and their current work compliments the training and assessment, the student may be invited to use the context from their existing workplace in responding to assessment tasks. Of course, reasonable adjustments may also apply to the student's individual needs which can be allocated on a case by case basis.

- Identify any **industry benchmarks for assessment** such as industry standards or codes of practice that inform how work should be performed.

viii. **Training and Assessment Time Allocation** will describe the complete hours allocated for both supervised and non-supervised training and assessment. This must comply with the following guidelines:

- the activities are comprised of actual training and assessment tasks which the candidate is required to complete including research and providing written responses.
- simply watching videos or reading is not sufficient training and this content must be supported by actual activities which seek to confirm the learning and allow for the practice of skills.
- if training activities are not compulsory, these should not be allocated any hours. For training activities to be valid, they must be compulsory and completed by the student and submitted to the trainer where they will be reviewed to monitor the student's progress.
- non-supervised training activities must align directly with the requirements of the units of competency and focus on deepening the student's knowledge and skills relating to the task requirements.
- the time allocated for non-supervised training activities must be proportionate to the volume and complexity of the activities being undertaken. Avoid allocating overly inflated hours that are not supported by the actual activities which are being administered.
- time allocated to non-training and assessment activities such as breaks, holidays, graduation, etc should not be allocated time in this section. As an example, if a student attends the training premises for 8 hours (9 am to 5 pm) and takes a total of 1 hour in breaks, only 7 hours will be allocated to training and assessment.
- the completed supervised and non-supervised training and assessment documents are to be retained by MIA to verify the completion of these activities according to the time allocated.
- the time allocated to supervised and non-supervised training must be sufficient to allow for the completion of the allocated training activities considering the number of students and trainers, and access to equipment and resources. The time allocated must also allow time for students to incrementally develop their skills and be able to practice these skills with the opportunity to receive feedback from the trainer before they are assessed. Course structure

and time allocation that does not allow for sufficient training will not be endorsed for implementation.

- The time allocation must include a calculation of the total supervised and non-supervised training and assessment in hours and a total time allocation overall.
- provides a justification or rationale for the time allocated to supervised and non-supervised training taking into consideration the existing skills and experience of the target student cohort, efficiencies in the mode of delivery and where the full qualification may not need to be delivered due to units of competency which can be awarded through credit transfer or RPL

ix. The **facilities, resources and equipment requirements** including:

- specifying learning resources (textbooks, handouts, Internet references, presentations)
- describe the assessment tools (assessor instructions, mapping documents, student instructions)
- describing the minimum requirements for trainers and assessors including the arrangements for students to have access to trainers and assessors
- facilities in support of theory and practical training and assessment considering the requirements of each unit of competency Assessment Conditions
- resources and equipment include all resources and equipment and their required quantities for the planned number of students considering the requirements of each unit of competency Assessment Conditions
- consumable items and the quantity based on the planned number of students (these are non-durable items such as food, rubber gloves, timber, et cetera that are consumed during learning and assessment). Consider including some guidance about how these consumables will be replenished and stock levels managed.
- a plan for ensuring the ongoing suitability and safety of the facilities, resources and equipment
- justification for how the necessary facilities, resources and equipment to deliver the training were identified (consider training product requirements, feedback from industry, trainers,

Brisbane Campus
Level 5-6, 119 Charlotte Street Brisbane QLD 4000
1300135825 info@mastery.edu.au
www.mastery.edu.au PO Box 15104, City East QLD 4002
ACN 150 307 725 | **RTO** 40813 | **CRICOS** 03542A

employer and students, requirements of the student cohort, number of students enrolled and mode of delivery)

x. The **work placement requirements** (if applicable), including:

- organising responsibility noting that it is always the training organisations responsibility to organise work placement. This responsibility can never be handed over to the student. The student may have a workplace in mind already and they can certainly nominate this workplace which would need to be verified by MIA.

- the resources and facilities required to ensure students safely learn and practice all requirements including a description of how this will be verified for each workplace

- work placement agreement in relation to each individual student outlining the responsibilities of all parties to the agreement and specifying the level of supervision and the type of tasks that students will need to perform

- dress and personal equipment of the student participating in the work placement

- time requirements based on the minimum training package requirements and in alignment with the course structure and program

- minimum attendance pattern to achieve the requirements of the training package and to complete all relevant learning and assessment activities

- student orientation and induction requirements to ensure the student is both productive and safe whilst at the workplace

- supervision arrangements including relevant experiences required by supervisors

- risks associated with the planned work placement and the mitigation strategies put in place (this may refer back to the relevant risk register)

- scope of work (tasks) to be performed which align with the requirements of the unit/s of competency relevant to the work placement

- third party evidence requirements and how this evidence will be collected considering the workplace work tempo and staff commitment
- monitoring and reporting arrangements including consideration of who to contact in the case of emergency or the student failing to attend
- workplace logbook and the responsibility for the completion of this and the requirement for it to be submitted as complete and marked by the assessor
- statutory requirements such as working with children checks which must be completed prior to the work placement commencing (if applicable)

xi. Describes the **process for review of the strategy** including how the review will occur, the data to be collected, who should be involved and the timeframe for the review. Data for the review can be sourced from the following activities:

- student surveys
- feedback from trainers and assessors
- industry consultation
- post-assessment validation
- complaints or appeals

xii. The following **sections** are to be included:

- Section A – Course Program, including:
    - supervised training activities (theory and practical) identified for each unit of competency showing when these are scheduled over the course duration. These activities should align with you allocated mode of delivery. These should be described to show the topic or task that is the subject of the training.
    - non-supervised training activities (online learning, self-paced learning, workplace learning) identified for each unit of competency showing when these are scheduled

over the course duration. These activities should align with you allocated mode of delivery. These should be described to show the topic or task that is the subject of the training.

- supervised assessment tasks (theory and practical) identified for each unit of competency showing when these are conducted over the course duration.

- non-supervised assessment events and tasks (projects, assignments, portfolios) identified for each unit of competency showing when these are issued and are due over the course duration.

- shows how the VET student will complete all learning activities before they are expected to demonstrate their knowledge and skills in assessment

- reflects the sequencing of units of competency and displays how learning and assessment activities for each unit of competency may link or overlap in parallel activity

- shows any block activities such as work placement, field trips, term breaks, et cetera

- shows how the time is allocated to training and assessment and shows how the learning and assessment activities are sequenced and structured over the course duration.

- Section B – Facilities, Resources and Equipment Inventory

- Section C – Trainer Matrix

- Section D – Record of industry consultation that informed the development of the training and assessment strategy, including:

    - the persons or organisations engaged with

    - the details of the engagement such as dates and contact details

    - the purpose of the consultation

- the outcomes of industry engagement focusing on:
  - Providing qualifications, courses, or skill sets that align with the skill and knowledge requirements of industry, employers, and the community.
  - Designing the most relevant electives for the training program, adhering to applicable training product packaging rules.
  - Reviewing and validating foundational skill requirements and course entry criteria.
  - Ensuring your trainers and assessors possess the necessary skills and knowledge.
  - Selecting the appropriate mode of delivery, training methodologies, and activities.
  - Determining the required training duration to enable students to develop skills to industry standards.
  - Implementing assessment strategies, resources, and practices that meet industry expectations.

These sections are saved on an individual file for future references.

4. The Transition of Training Products

The training products that the institute delivers keep on updating on training.gov.au. The institute is required to follow clauses 1.26-1.27 as and when the training products it delivers supersede and/ or are removed from training.gov.au.

Brisbane Campus
Level 5-6, 119 Charlotte Street Brisbane QLD 4000
1300135825 info@mastery.edu.au
www.mastery.edu.au PO Box 15104, City East QLD 4002
ACN 150 307 725 | **RTO** 40813 | **CRICOS** 03542A

S. No	Superseded/ deleted/ removed	Action required as per Standards for Registered Training Organisations (RTOs) 2015
1	Training product superseded	The training and assessment of students is required to be completed along with the relevant certificates issued within the deliverable timeframe[2,3].
2	Training product is removed or deleted	The training and assessment of students is required to be completed along with the relevant certificates issued within a duration of two years from the date the training product was removed from training.gov.au.
3	Skill set, unit of competency, accredited short course or module is deleted or removed	The training and assessment of students is required to be completed along with the relevant certificates issued within a duration of one year from the date when the skill set, unit of competency, accredited short course or module was removed from training.gov.au.

The institute is required to note that new students should not be allowed to enrol in and study a training product that has been removed or deleted from training.gov.au.

If the training product status on training.gov.au is current and a unit of competency under that training product is superseded, then that superseded unit can be delivered till the training product is superseded.

5. Procedures

The institute will ensure that the training and assessment strategy is established after receiving feedback from its stakeholders such as trainers and assessors, and/ or experienced personnel of the industry. The TAS will document important aspects of organising the training and assessment, delivery methodology, amount of training, core and elective components, duration and scheduling. The TAS will be regularly updated and monitored taking into consideration the changes in the training package, technology, techniques in the relevant industry, legislation, and availability of resources.

[2] In accordance with Clause 1.26, the deliverable timeframe is one year after the superseded date of training products released on training.gov.au; however, there can be extension approved from Australian Skills Quality Authority for the longer period of superseded training products.
[3] Students who are unable to complete their superseded training product within the deliverable timeframe will be given several options such as the transfer to the current\replacement training products, the change of qualifications, refund due to the provider default, etc.

There will be five stages in the development and establishment of TAS. The five stages are provided below in picture 1.

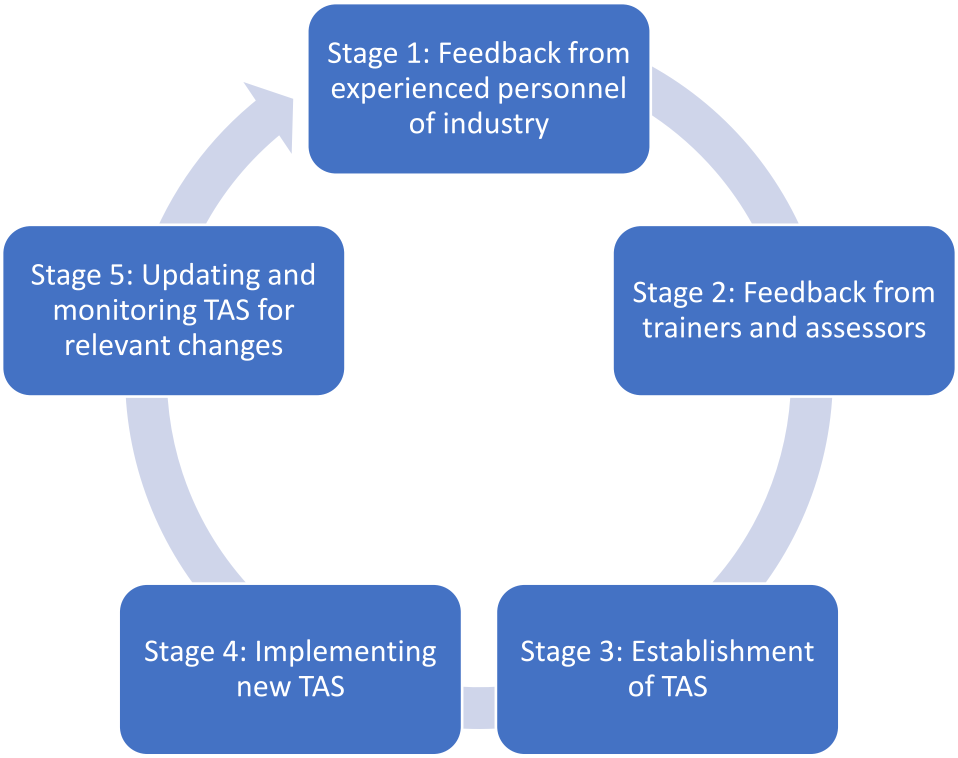

Figure 1 Stages in TAS development and establishment

Stage 1: Feedback from experienced personnel of industry.
The institute will ensure that the TAS meets the requirements of the training package and is relevant to the latest industry demands and processes. The information provided in TAS will be required to be up-to-date and based on current industry demands. This will allow students to gain the latest industry knowledge, skills, techniques, and methods. To achieve this objective the institute will seek feedback from experienced personnel in the industry.

1. The academic/training manager and compliance team will inform the CEO of any discrepancy found in the TAS if it is not aligned with the industry requirements. The CEO will evaluate the need for suggestions from experienced industry personnel for the development and establishment of TAS. The CEO will inform the academic/training manager and compliance team to look for the most suitable experienced personnel who can provide feedback to the institute for the development and establishment of TAS.
2. The academic/training manager and compliance team will contact the CEO after finding the most suitable experienced industry personnel. The CEO will approve the industry personnel based on their knowledge and experience level.

3. The academic/training manager and compliance team will prepare topics that they will discuss with the industry personnel. They will include a team that may consist of trainers and assessors who will contact the industry personnel. The team will be provided with the topics that will be discussed.
4. The academic/training manager and compliance team will schedule a meeting with the experienced industry personnel and convey the meeting details to all relevant stakeholders.
5. The team will meet the experienced industry personnel on the scheduled day and discuss the topics as planned. An individual within the team will be assigned to prepare a meeting summary of the discussion between the team and experienced industry personnel. The meeting summary will be presented to the CEO and will be retained safely with the institute for future reference. Various aspects that affect the TAS will be discussed such as:
    a. Training package details such as code and title.
    b. Main objective of the training package.
    c. Entry requirements including English proficiency.
    d. Licensing and legislative requirements.
    e. Student cohort and their characteristics.
    f. Packaging rules on training.gov.au.
    g. Core and elective units of competency.
    h. Total duration of the training package.
    i. Amount of training.
    j. Sequencing and scheduling of training and assessment.
    k. Delivery mode.
    l. Pre-requisites and co-requisites.
    m. Eligible trainers and assessors for the training package.
    n. Assessment method and process.

Stage 2: Feedback from trainers and assessors.

After receiving feedback from experienced industry personnel, trainers and assessors will provide their suggestions relevant to the training package. The trainers and assessors will review the requirements specified on training.gov.au. This will ensure that all aspects provided on training.gov.au are included in the development and establishment of TAS. Trainers and assessors will also check other information related to learning resources, physical resources, assessment requirements, assessment resources, methods, and processes. The feedback from trainers and assessors will be recorded in the *Training and Assessment Strategy Checklist* (please refer to Training and Assessment Strategy Checklist). Trainers and assessors will also check the following information:

- Facility and equipment as per the training package requirements.
- Education and student support services to assist students with academic and other personal needs.
- Characteristics of student cohort such as a recent school pass-out student require much attention as compared to a student who possesses work experience.
- Delivery mode that is suitable for student cohort.

- Learning guides, books, workbooks, and online learning resources for the training package.
- Tools that support the delivery of training and assessment such as whiteboards, digital projectors, printers, etc.
- Furniture, classrooms, and practical training places available for the training package.
- Language, literacy, and numeracy skills of students and such requirements of the training package.
- Work placement hours if applicable.

Stage 3: Establishment of TAS.
The academic/training manager and compliance team will work together with trainers and assessors for the establishment of TAS. The new TAS will include recommendations from experienced industry personnel and trainers and assessors. The academic/training manager and compliance team will ensure that all important aspects available on training.gov.au have been recorded in the *Training and Assessment Strategy Checklist.* This is to assure themselves that all important information has been included in the new TAS. The academic/training manager and compliance team will prepare the new TAS in coordination with trainers and assessors.

Stage 4: Implementing new TAS.
The academic/training manager and compliance team will send the new TAS to the CEO for approval. The new TAS will be distributed among all the stakeholders. The academic, human resources, student support, compliance teams, marketing, and sales teams will be required to refer to the new TAS after approval from the CEO.

Stage 5: Updating and monitoring TAS for relevant changes.
The TAS will be updated as and when any changes occur on training.gov.au. Such changes may happen immediately and may require immediate changes in TAS. Some changes may be related to specific industries and/ or licensing, legislative requirements, operations, functioning, rules and regulations of government. The institute will ensure that the TAS is reviewed, updated and monitored once every year.

- The academic/training manager and compliance team will review TAS for all types of changes specified above. The changes in the training package on training.gov.au, including legislative and operational changes, will be recorded in the *Training and Assessment Strategy Checklist.*
- The academic/training manager and compliance team will arrange a meeting with the trainers and assessors and other relevant institute staff members. They will seek feedback from them to improve and update the TAS. Experienced industry personnel may be consulted if required for their feedback to update the TAS.
- All important aspects will be recorded in the *Training and Assessment Strategy Checklist.* The TAS will be updated after taking into consideration all factors and aspects.
- The academic/training manager and compliance team will distribute the TAS to all relevant stakeholders such as academic, human resources, student support, compliance teams, marketing, and sales teams.

6. External Validation

Assessment instruments for all Units of Competency and Training and Assessment Strategies are to be industry validated at least once through the life of the associated Training Package or Accredited Course. Validation activities must be undertaken in a systematic manner and all validation activities will be scheduled through the 'Validation Schedule' including identifying the units that are to be validated at each session. The Compliance team shall ensure that the 'Validation Schedule' is completed at start of each calendar year and reflects validation activities across all units on MIA's scope of registration. Validation sessions will be scheduled at a minimum every 6 months for each industry area that MIA is providing training and assessment services. This schedule is to be completed annually. External Validation activities may be completed by external consultants and shall be determined by the Compliance team depending on the number of enrolments and demand on the programs.

7. Continuous Improvement

All the stakeholders including the academic, human resources, marketing, sales, education and student support team may provide feedback to the CEO and/or any other person appointed by the CEO. The necessary suggestions in the form of feedback will help in improving the training and assessment strategies. This will also help in aligning the TAS with training package requirements, and industry needs and will allow students to learn current knowledge and skills.

P&P Version Control	
Document No. & Name:	**MIA Training and Assessment Strategy Development Policy and Procedures V4.0**
Status:	Approved
Approved By:	CEO
Approval Date:	**30/05/2025**
Review Date:	30/05/2026
Standards:	**Outcome Standards for RTOs, Standard 1.1** **Standard 11 of the National Code**
Responsibility	CEO and Compliance Team
Reference	Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.1: Training is engaging and well-structured and enables VET Students to attain skills and knowledge consistent with the training product.content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.