Training and Assessment Strategy (TAS)

<table>
<thead>
<tr>
<th>RTO Name:</th>
<th>Continuing Education and Arts Centre of Alexandra Incorporated. (CEACA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO Code:</td>
<td>3730</td>
</tr>
<tr>
<td>Qualification:</td>
<td>TAE40110 Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>Learner Group:</td>
<td>Those wishing to be engaged in the delivery of training and assessment</td>
</tr>
<tr>
<td>Date Implemented:</td>
<td>January 1 2015</td>
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</tbody>
</table>

The Training and Assessment Strategies and practice are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Glossary, Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015, ASQA, 2014
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Acknowledgements
In creating these materials, Velg Training would like to recognise the following materials in reference to the development of this resource.

- Learning and assessment strategies – Part one and two; Australian National Training Authority, 2002
- Users’ Guide Standards to the Registered Training Organisations (RTOs) 2015, Australian Skills Quality Authority, 2014

Enquiries
The Copyright Act 1968 (Commonwealth) protects this material. Requests and enquiries concerning this material should be directed in writing to:

Velg Training
Chief Executive Officer
1/52 Jeffcott Street, Wavell Heights Q 4012

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1. Qualification Overview

1.1 Identifying Information
This section states the information identifying the RTO and the training products, as well as the person authorising the use of the strategy document.

<table>
<thead>
<tr>
<th>RTO Name</th>
<th>Continuing Education and Arts Centre of Alexandra Inc.</th>
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<tbody>
<tr>
<td>RTO Code</td>
<td>3730</td>
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<tr>
<td>Training Package Code</td>
<td>TAE10</td>
</tr>
<tr>
<td>Training Package Title</td>
<td>Training and Education Training Package</td>
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<tr>
<td>Version (Release) of Training Package</td>
<td>4 - 3.4</td>
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<tr>
<td>Qualification Code</td>
<td>TAE40110</td>
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<tr>
<td>Qualification Title</td>
<td>Certificate IV in Training and Assessment Release 4</td>
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<tr>
<td>Delivery Period</td>
<td>12 Months</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Kim Whitten</td>
</tr>
<tr>
<td>Contact Details</td>
<td>(03) 5772 3220</td>
</tr>
<tr>
<td>Authorised By</td>
<td>Charlotte Bisset, CEO</td>
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1.2 Qualification Packaging Rules
Based on information available from www.training.gov.au the following packaging rules apply for completion of this qualification:

<table>
<thead>
<tr>
<th>Total Number of Units</th>
<th>10</th>
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<tbody>
<tr>
<td>Number of Core Units</td>
<td>7</td>
</tr>
<tr>
<td>Number of Elective Units</td>
<td>3</td>
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<tr>
<td>Other notes (imported units, levels of units, etc)</td>
<td>Only students who have been assessed as meeting the requirements outlined in the packaging rules for this qualification will be issued with the full Certificate IV in Training &amp; Assessment</td>
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</tbody>
</table>
### 1.3 Units of Competency

Consistent with the qualification packaging rules, the units listed below will be delivered for this qualification. The code and title of each unit is provided as well as an indication of core, elective (Elec), pre-requisite (Pre)/co-requisite (Co) and licensing requirements (Lic).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core</th>
<th>Elec</th>
<th>Pre</th>
<th>Co</th>
<th>Lic</th>
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<tbody>
<tr>
<td>TAEASS401B</td>
<td>Plan assessment activities and processes</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAEASS402B</td>
<td>Assess competence</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAEASS403B</td>
<td>Participate in assessment validation</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>TAEDEL401A</td>
<td>Plan, organise and deliver group-based learning</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAEDEL402A</td>
<td>Plan, Organise and facilitate learning in the workplace</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>TAEDES401A</td>
<td>Design and develop learning programs</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAEDES402A</td>
<td>Use training packages and accredited courses to meet client needs</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>TAEASS502B</td>
<td>Design &amp; develop assessment tools</td>
<td>☐</td>
<td>☒</td>
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<td>☐</td>
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<tr>
<td>BSBCM401A</td>
<td>Make a presentation</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAELLN411</td>
<td>Address adult language, literacy and numeracy skills</td>
<td>☐</td>
<td>☒</td>
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There is no direct link between the qualification and licensing, legislative and/or regulatory requirements. However where required a unit of competency will specify relevant licensing legislative and /or regulatory requirements that impact on the unit.

Description of licensing requirements (if indicated above)
1.4 Learners & Clients

The target participants for this instance of course delivery are for those wishing to be engaged in the delivery of training and assessment of competence within a workplace context, or as a component of a structured VET program.

Therefore students have usually been engaged in the workforce for many years doing a variety of different types of work and are seeking to increase their skills and knowledge so that they can take on new roles within their respective work places, or to explore a new vocation.

The particular cohort of individuals this course is aimed at, are: Those whose role may be to train others within their workplaces. The training they do may be accredited or non-accredited. Their role may involve some coaching/mentoring with individuals or small groups. Their role may involve training of small groups or individuals

2. Course Information

Development of Course

Industry representatives are consulted with regards to:
- Developing & reviewing the training and assessment strategy;
- Development and validation of assessment tasks and grading benchmarks
- Appropriate professional development of staff and currency of staff

Industry representatives include;
- Robyn Richards of 4 Up Skilling
- Euroa Community Education Centre (ECEC) – Sherryn Brown Sherryn@ecc.vic.edu.au
- Shepparton Access - Wendy Shanks www.sheppaccess.com.au
- Yarrawonga Neighbourhood House Inc. (YNH) – Pauline Wilson manager@ynhservices.org.au
- Carmela Fasano (freelance TAE/ Hospitality Trainer)

2.1 Environment & Location

The environment where the qualification will be delivered includes:
- Institutional delivery
- Simulated work/industry environment
- Work in industry/work placement
The simulated work environment will be achieved by (provide examples/descriptions):

**The work environment**

The location of training facilities for this target group will be (list all addresses and type of facility e.g., library, computer room, commercial kitchen, etc):

Training is based out of Murrindindi Training Institute (MTI) 20 Cooper Street Alexandra. Vic. 3714.

The training facilities for this student cohort will be: Onsite at Murrindindi Training Institute lecture room 1.

**Contingency plans**

If there is a clash of training dates then an alternate venue will be sourced at Continuing Education & Arts Centre of Alexandra Inc. (CEACA)

Studio or Courtroom located at 38a Downey Street Alexandra. Vic. 3714

### 2.2 Duration & Amount of Training

The Volume of Learning for a Certificate IV is 600 - 2400 hours. As a component of this, the amount of training provided in this instance of course delivery is 1217 hours, comprising of:

- 216 hours of supervised instruction
- 400 hours of unsupervised activities
- 600 hours of work place training (log book ). This 600 hours may include training within a period of three consecutive years. This can be made up of training completed prior to course commencement if signed by a supervisor, as well as training undertaken during the course
- 1 hour (Presentation outside of supervised instruction)

The course structure and delivery plan has been developed to enhance the students work life in order to help maximize the volume of learning for each individual student.

*Include a justification for any differences between volume of learning requirements and this instance of course delivery*
2.3 Mode of Delivery

Delivery will be:

☒ Face to face
☐ Online
☐ Correspondence
☐ On-the-job (indicate number of days/hours Click here to enter text.)
☐ Combination (describe Click here to enter text.)
☐ Other (describe) Click here to enter text.

2.4 Pathways

Study Pathways

The further study pathways available to learners who undertake this qualification include:

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAA50104 Diploma of Training and Assessment or may choose to undertake TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

*Note: This RTO may not offer all qualifications listed above in possible pathways*

Employment Pathways

The following employment pathways are available to students who complete this qualification:

This qualification can lead you to job roles which can include enterprise trainer, enterprise assessor, RTO Trainer, RTO Assessor, Training advisor or training needs analyst and Vocational Education Teacher.

2.5 Entry Requirements

The specific course entry requirements are (for example, LLN, technology skills or pre-requisite qualifications):

Minimum education standard:

No Specific entry requirements are required for this course.

- No minimum education standard is set as a prerequisite to entry to this course. However, a general command of spoken and written English, as well as the ability to write a simple
report is required. This course requires the satisfactory completion of oral and written tasks. For more detail refer to the assessment section of this document.

- People are to be working in a full time or part-time capacity and have been or wishing to be engaged in the delivery of training and assessment of competence within a workplace context within their own industry.

Language, Literacy, and Numeracy

- CEACA staff will review an applicant’s language, literacy and numeracy skills during the application process with writing tasks and one-on-one interviews. For more information refer to CEACA’s Enrolment Policy available from ceaca.com.au.

- If the review determines the applicant would benefit from a thorough language, literacy and numeracy skill assessment, carried out by a trained assessor with expert knowledge of the Australian Core Skills Framework, CEACA staff will discuss further options with the applicant as outlined in CEACA’s Enrolment Policy available from ceaca.com.au. Note: some of these options may incur additional costs to the applicant, if they want to proceed with undertaking the training.

Industry skills / knowledge / experience

No previous industry experience is required but good written & oral communication skills, negotiation, liaison, consultation, administration and management (self & group), adult learning principles, WHS & legal requirements.

Age restrictions

- Applicants must be 18 years of age or above at the time of course induction (Jan 2015)

Regulatory requirements

See Description of licensing requirements page 5

2.6 Employability Skills Summary / Foundation Skills

The Employability Skills Summary for this qualification can be accessed from the training.gov.au website at the following link:


2.7 Recognition Processes

Learners are able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements:
Recognition of Prior Learning (RPL)

If a student has previously completed training or has course related skills and experience, he or she may be eligible for RPL.

CEACA will provide RPL guides and documentation to students that explain the entire process.

RPL is the acknowledgement of skills and knowledge obtained through:

- Formal Training: previous courses run by training providers or in-house training
- Work experience: on the job experience, including informal training.
- Life experience: community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

Applications for RPL will be assessed on an individual basis. Each applicant will need to provide the necessary evidence documentation to demonstrate their competency in accordance with the competency requirement of the relevant qualification for which they are applying for RPL. Documentation of prior learning is the most common form of evidence however there are also other forms of evidence including: third party observations, self-assessment reviews, verbal questioning, phone interviews and real work samples such as log books, lesson plans, meeting minutes etc.

It is up to the student to compile the evidence, in consultation with a trainer once they have enrolled.

Evidence documents will be assessed against the rules of evidence namely:

1. Validity
2. Authenticity
3. Currency
4. Sufficiency

RPL guides and documentation can be found at the following location More information about CEACA’s RPL assessment tools, policy and procedure is available from ceaca.com.au or by phoning CEACA on 5772 1238.

Credit Transfer

Students may also apply for a credit transfer upon enrolment.

CEACA will provide RPL guides and documentation to students that explain the entire process.

Credit transfer information and documentation can be found at the following location More information about CEACA’s RPL assessment tools, policy and procedure is available from ceaca.com.au or by phoning CEACA on 5772 1238.

2.8 Educational & Support Services

In accordance with the Standards for RTOs 2015, at a minimum, support should include:

- Identifying particular requirements (such as literacy, numeracy, English language or physical capabilities) learners would need to complete each course, and
- Developing strategies to make support available where gaps are identified.
This may include providing:

- Language, Literacy & Numeracy (LLN) support
- Assistive technology
- Additional tutorials, and/or
- Other mechanisms, such as assistance in using technology for online delivery components

CEACA strives to maximize opportunities for access, participation and outcomes for all students. CEACA ensures the provision of access and equity services to students as an integral part of all services and will undertake to identify and, where possible, remove barriers that prevent students from accessing and participating in our services.

**The following support will be available to learners:**

**Language, Literacy & Numeracy (LLN) support**

Based on the results of the applicants enrolment, and if deemed applicable, a meeting can be arranged to discuss the LLN assistance that CEACA may be able to provide for a learner, with a view to creating an action plan that best addresses a student’s LLN needs. Please note: Students who are training to become Trainer and Assessors undertaking the TAE40110 training at CEACA require a high level of Literacy (including digital literacy) to be able to perform tasks such as interpreting standards and regulations, writing session plans, evaluating students work and to be able to perform the assessment tasks.

CEACA will make every reasonable effort to ensure that it can accommodate a student’s needs. However, sometimes those needs are beyond the assistance that can reasonably be provided by CEACA (for the purposes of LLN assistance, “reasonable allowance” is defined as the provider being able to accommodate the student’s needs without significantly disadvantaging other students involvement in the course, or without causing the training provider significant financial disadvantage).

Individuals who require additional help with their literacy and numeracy can access information about their nearest LLN provider by calling The Reading Writing Hotline on 1300 655 506 or refer to their website at www.literacyline.edu.au. Any costs incurred will be the responsibility of the student.

**The types of assistance CEACA will be able to offer:**

**Any LLN difficulty**

To help establish competency, trainers may:
- Interview the student
- Ask students to demonstrate their skills

**Speaking difficulties**

- Student may bring family member or friend to help explain and interpret terminology or more complex issues.

**Listening difficulties**

- Provision of seating close to trainer
- Student may bring family member or friend to ‘sign’ course content.
- Ensure course materials are presented in clear, plain and ‘easy’ English.

**Reading difficulties**

- Provision of seating close to screen.
- Ensure all course materials are written in plain English.
- The trainer may read written materials to student on a one on one basis.
Writing difficulties
- Trainer may use alternate assessment method (e.g. oral questioning).
- Student may bring a family member or friend to take notes or complete exercises on the student’s behalf where writing skills are not essential to course outcomes.

The types of assistance CEACA will not be able to offer:

- Speaking difficulties
  - Provision of foreign language version of course materials.
  - Provision of an independent interpreter unless cost is met partially or fully by student (open to negotiation).

- Listening difficulties
  - Provision of an independent interpreter to ‘sign’ course content, unless cost is met partially or fully by student (open to negotiation).

- Reading difficulties
  - Braille version of course materials unless cost is met partially or fully by student (open to negotiation).
  - Provision of an independent interpreter to help translate and interpret terminology or more complex issues unless cost is met partially or fully by student (open to negotiation).
  - Student may not bring family member or friend to read and advise on all course materials.

Maths / Numeracy difficulties
- Offer enrolment in the course if competency in the course outcomes depend upon Numeracy of the level defined in the LLN course requirements.

Additional training and tutorials

Every effort, within reason, will be made by CEACA personnel to ensure a successful outcome for its students. Additional training and / or tutorial may be negotiated. Note: some options may incur additional costs.

Reasonable Adjustment

Where students are unable, due to physical or mental disabilities, ill health or family emergency, to undergo assessment as outlined in each training block alternative forms and times of assessment may be negotiated with a trainer prior to the assessment date. In the event that illness is the reason why an assessment cannot be completed a doctor’s certificate must be supplied.

The following processes will be applied for students considered to be “at risk”:

CEACA is at all times concerned with the welfare of our students. Personnel will counsel students as appropriate and/or refer them to qualified counsellors. Personnel are required to respond to and attempt to alleviate any signs of distress or discomfort by students, and to actively render
appropriate assistance. If students require extra support or counselling, they are encouraged to make contact with a member of our team who will be eager to assist and refer them to the appropriate support services.

Counselling/Personal Support
- Lifeline – 13 11 14 or www.lifeline.org.au
- Relationships Australia - 1300 364 277 http://www.relationships.org.au
- MensLine Australia – (For men of any age) 1300 78 99 78
- Kids Helpline (For young people aged 5-25) – 1800 551 800

Mental health websites
- Mindhealthconnect.org.au
Launched as part of the Australian Government’s National E-Mental Health Strategy, this site is a trusted gateway to issues surrounding mental health care and a first step to finding relevant support and resources to meet mental health needs.
- Beyondblue.org.au
Beyondblue’s work is aimed at achieving an Australian community that understands depression and anxiety, empowering all Australians, at any life-stage, to seek help.
- Anxietyonline.org.au
Anxiety Online provides information, assessment, referral and treatment for Panic Disorder, Social Anxiety Disorder, Generalised Anxiety Disorder, Obsessive Compulsive Disorder and Post-Traumatic Stress Disorder.
- Headspace.org.au
Headspace provides mental and health wellbeing support, information and services to young people aged 12 to 25 years and their families.
- Reachout.com
ReachOut.com is Australia’s leading online youth mental health service. It’s a perfect place to start if not sure where to look. It’s got information on everything from finding motivation, through to getting through really tough times.
- Jeanhailes.org.au
Jean Hailes’ vision is physical and emotional health and wellbeing in all its dimensions for all Australian women throughout their lives.

VIC Mental Health Hotline: NURSE-ON-CALL on 1300 60 60 24

2.9 Physical Resources

All staff involved in the delivery and assessment of this qualification have:

- Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes
  

- Access to appropriate support materials relevant to their areas of delivery and assessment
  
  Trainers Handbook
USB stick
Powerpoint presentation – USB stick
Assessment tasks with recommended answers – USB stick
Templates – USB stick

Access to the latest copy of assessment tools used for this program
Assessment tasks with recommended answers – USB stick

Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process
See student support policy at ceaca.com.au
See equal opportunity policy at ceaca.com.au

Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below).

Specifically, the following physical resources are available for the delivery and assessment of the units of competency selected for this qualification. Where there is more than one training location, specify the location for the specific resources. (If there is not sufficient space, indicate where to find a comprehensive listing of resources):

- Access to www.training.gov.au
- Timetable
- Staff will be provided with manuals and/or materials, which are current, sufficient and effective resources for all units to be delivered
- Laptop/computer
- USB stick
- Projector
- Projector screen
- printer
- Whiteboard, whiteboard equipment
- Attendance sheet
- Session plans
- Powerpoint handouts
- The computer lab and internet will be available during class
- Student Assignment documentation
The following physical resources owned by external organisations are available for use during delivery and assessment, and a Third Party Agreement outlining the details of this arrangement is in the following location: Click here to enter text.

2.10 Learning Resources

The following learning resources will be available to ensure learners are able to obtain and absorb the required skills and knowledge required prior to assessment:

- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- Internet
- [www.training.gov.au](http://www.training.gov.au)
- printer
- tea & coffee facilities
## 3 Course Structure & Delivery Plan

The units of competency will be delivered as:

- ☐ Stand-alone units
- ☐ Clusters of units
- ☒ Combination of stand-alone and clustered

The table below provides a description of the theme or topic and sequencing of units throughout the program. It also outlines the delivery schedule, the learning materials required, the mode (face-to-face, online, workplace, etc) and the hours required. An indication is given if assessment will occur (refer to assessment section for more information).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Theme</th>
<th>Unit/s of Competency (Code)</th>
<th>Delivery Mode</th>
<th>Hours</th>
<th>Resources Required (Learning, Physical etc)</th>
</tr>
</thead>
</table>
| 10 & 11 | Plan assessment activities and processes | TAEASS401B                 | Face-to-face | 12    | • Learner book – McGraw Hill – Vocational training and assessment  
  • Powerpoint handouts  
  • Handouts – templates can be either hard copy or on a USB stick  
  • Computer lab  
  • Internet  
  • [www.training.gov.au](http://www.training.gov.au)  
  • printer |
<table>
<thead>
<tr>
<th>14 &amp; 15</th>
<th>Assess competence</th>
<th>TAEASS402B</th>
<th>Face-to-face</th>
<th>40</th>
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<tbody>
<tr>
<td></td>
<td>Learner book –</td>
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<td></td>
<td>McGraw Hill –</td>
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<td>Vocational training</td>
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<td>Computer lab</td>
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<td>tea &amp; coffee facilities</td>
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<table>
<thead>
<tr>
<th>16</th>
<th>Participate in assessment validation</th>
<th>TAEASS403B</th>
<th>Face-to-face</th>
<th>24</th>
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<tbody>
<tr>
<td></td>
<td>Vocational training and assessment</td>
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<td>Powerpoint handouts</td>
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<td>Handouts – templates can be either</td>
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<td>Computer lab</td>
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<td>Internet</td>
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<tr>
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<td>printer</td>
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<tr>
<td></td>
<td>tea &amp; coffee facilities</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 &amp; 5</th>
<th>Plan, organize and deliver group-based learning</th>
<th>TAEDEL401A</th>
<th>Face-to-face</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocational training and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Powerpoint handouts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Plan, organize and facilitate learning in the workplace

**TAEDEL402A**  
**Face-to-face**  
**25**  

- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- Internet
- [www.training.gov.au](http://www.training.gov.au)
- Printer

### 8 & 9

- Tea & coffee facilities

## Design and develop learning programs

**TAEDES401A**  
**Face-to-face**  
**50**  

- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- Internet
- [www.training.gov.au](http://www.training.gov.au)
- Printer

### 1

- Tea & coffee facilities
<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
<th>Code</th>
<th>Type</th>
<th>Duration</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Use training packages and accredited courses to meet client needs</td>
<td>TAEDES402A</td>
<td>Face-to-face</td>
<td>25</td>
<td>Learner book – McGraw Hill – Vocational training and assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Powerpoint handouts</td>
</tr>
<tr>
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<td>Handouts – templates can be either hard copy or on a USB stick</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Computer lab</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Internet</td>
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<td></td>
<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>printer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Powerpoint handouts</td>
</tr>
<tr>
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<td>Handouts – templates can be either hard copy or on a USB stick</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Computer lab</td>
</tr>
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<td>Internet</td>
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<td><a href="http://www.training.gov.au">www.training.gov.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>printer</td>
</tr>
<tr>
<td>6, 7, 17 &amp; 18</td>
<td>Make a presentation</td>
<td>BSBCMM401A</td>
<td>Face-to-face</td>
<td>30</td>
<td>Learner book – McGraw Hill – Vocational training and assessment</td>
</tr>
</tbody>
</table>
### Assessment
- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- Internet
- [www.training.gov.au](http://www.training.gov.au)
- Printer

### Tea & Coffee Facilities

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Delivery Method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Address adult language literacy and numeracy skills</td>
<td>Face-to-face</td>
<td>30</td>
</tr>
</tbody>
</table>

- Powerpoint handouts
- Handouts – templates can be either hard copy or on a USB stick
- Computer lab
- Internet
- [www.training.gov.au](http://www.training.gov.au)
- Printer

### Tea & Coffee Facilities
4. Assessment

CEACA is committed to an assessment system that ensures that assessment both complies with the assessment requirements of the training package; and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

Fairness The individual learner’s needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.

The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility Assessment is flexible to the individual learner by:

 reflecting the learner’s needs;
 assessing competencies held by the learner no matter how or where they have been acquired; and
 drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

 assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
 assessment of knowledge and skills is integrated with their practical application;
 assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
 judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Rules of Evidence

Validity  The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency  The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner’s competency.

Authenticity  The assessor is assured that the evidence presented for assessment is the learner’s own work.

Currency  The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

4.1 Evidence Gathering Techniques

The following table provides a general overview of the evidence gathering techniques that will be used to assess each unit of competency. Assessors have flexibility in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to meet the requirements of the training package and made a decision regarding competence.

Where evidence is gathered over a number of assessments, successful completion of the unit of competency will only be judged after successfully completing each individual assessment.

For more information on our assessment process, refer to the CEACA Assessment Policy 2015 (available from ceaca.com.au).

Technique Legend

Examples of techniques may include observation of performance, questioning, workbooks, practical tasks, simulation, interviews, third party reports, etc. The techniques used for this qualification and target group are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Review questions</td>
</tr>
<tr>
<td>B</td>
<td>Written Examination</td>
</tr>
<tr>
<td>C</td>
<td>Project</td>
</tr>
<tr>
<td>D</td>
<td>Observation of performance</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>TAEASS401B</td>
<td>Plan assessment activities and processes</td>
</tr>
<tr>
<td>TAEASS402B</td>
<td>Assess competence</td>
</tr>
<tr>
<td>TAEASS403B</td>
<td>Participate in assessment validation</td>
</tr>
<tr>
<td>TAEDEL401A</td>
<td>Plan, organise and deliver group-based learning</td>
</tr>
<tr>
<td>TAEDEL402A</td>
<td>Plan, organise and facilitate learning in the workplace</td>
</tr>
<tr>
<td>TAEDES401A</td>
<td>Design and develop learning programs</td>
</tr>
<tr>
<td>TAEDES402A</td>
<td>Use training packages and accredited courses to meet client needs</td>
</tr>
<tr>
<td>TAEASS502B</td>
<td>Design &amp; develop assessment tools</td>
</tr>
<tr>
<td>BSBCMM401A</td>
<td>Make a presentation</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>TAELLN411</td>
<td>Address adult language, literacy and numeracy skills</td>
</tr>
</tbody>
</table>

Please note any adjustments that may be required to cater for different learner requirements:

Click here to enter text.

4.2 Authenticity of student work

A student must be able to ensure the authenticity of their own work at all times.

For more information please refer to the **CEACA Assessment Policy** 2015(found on ceaca.com.au)

4.3 Cheating and plagiarism

Plagiarism is the presentation of somebody else’s work as your own. This includes copying of somebody else’s work without giving credit to the author or submitting someone else’s work as your own.
Cheating and plagiarism is not acceptable. A student’s enrolment can be suspended if CEACA has reason to believe that the act of plagiarism has been committed.

For more information please refer to the *CEACA Assessment Policy* 2015(found on ceaca.com.au)

4.4 Reassessment

Reassessment

In the event of a ‘not yet satisfactory’ outcome of an assessment, a student will have an opportunity to re-do the assessments for that unit at no cost. Should the result of the re-sit be an outcome of ‘not yet satisfactory’ one further re-sit is allowed.

If, after re-doing the assessment(s), a student still does not meet the necessary criteria for competency he/she has the opportunity (to negotiate with CEACA) and seek extra training on a case by case basis. Note: some options may incur additional costs.

For more information please refer to the *CEACA Assessment Policy* 2015(found at ceaca.com.au)

4.5 Assessment appeals and grievances

CEACA seeks to prevent assessment appeals by ensuring students are satisfied with the training and assessment process. All training personnel are expected to be fair, courteous and helpful in all dealing with students. Before making a formal appeal, students are required to discuss the matter with the relevant Assessor in an effort to reach an agreement.

The Assessor will undertake to reassess the decision that has been made. If a student is still unhappy, they may lodge a formal appeal in writing to The Head of School of Community Services. Upon receiving a formal appeal, CEACA will appoint a further member of its RTO Personnel as a third party to try to resolve the issue. Any decision recommended by the third party is not binding to either party.

If a student is still unhappy, CEACA will appoint another Registered Training Organisation (RTO) to review the appeal. This Registered Training Organisation will either:
• Uphold the appeal;
• Reject the appeal; or
• Recommend further evidence gathering by either party.

If the student is still unhappy, he/she has a right to complain to the national regulator; the Australian Skills Quality Authority (ASQA) via the appropriate process.

For more information please refer to the **CEACA Assessment Policy** 2015(FOUND AT CEACA.COM.AU)

### 5. Human Resources

The requirements of clauses 1.1-1.16 of the *Standards for RTOs 2015* are summarised below. The RTO ensures all trainers and assessors comply with these requirements and copies of qualifications are stored together with the PD evidence with the trainer/assessor profile in the following location: Stored online in the Student Management System (Wisenet). Refer to **CEACA Professional Development Policy 2015** (found at ceaca.com.au)

The table below summarises the requirements for trainers and assessors.

<table>
<thead>
<tr>
<th>Role</th>
<th>Vocational Competence</th>
<th>Current Industry Skills</th>
<th>Trainer and Assessor PD</th>
<th>2015</th>
<th>2016 No equivalence</th>
<th>2017 No equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>TAE40110* or equivalent or a diploma or a higher level qualification in adult education</td>
<td>TAE40110 or a diploma or a higher level qualification in adult education</td>
<td>TAE40110* or a diploma or a higher level qualification in adult education</td>
</tr>
<tr>
<td>Assessor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>TAE4010, Assessor Skill Set* or equivalent, or a diploma or higher level qualification in adult education</td>
<td>TAE40110, Assessor Skill Set* or a diploma or higher level qualification in adult education</td>
<td>TAE40110, Assessor Skill Set* or a diploma or higher level qualification in adult education</td>
</tr>
<tr>
<td>Vocational Training Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer under supervision</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1 x Enterprise Trainer Skill Set^ or equivalent</td>
<td>1 x Enterprise Trainer Skill Set^</td>
<td>1 x Enterprise Trainer Skill Set^</td>
</tr>
<tr>
<td>(of a qualified trainer listed above)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Team Assessment</td>
<td></td>
<td></td>
<td></td>
<td>TAE4010 or the Assessor Skill Set* or equivalent, or a diploma or higher level qualification in adult education</td>
<td>TAE40110 or the Assessor Skill Set* or a diploma or higher level qualification in adult education</td>
<td>TAE40110 or the Assessor Skill Set* or a diploma or higher level qualification in adult education</td>
</tr>
<tr>
<td>Qualified assessor</td>
<td>--</td>
<td>--</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and Assessment Qualifications</td>
<td>Trainer/Assessor</td>
<td>Teacher/Assessor</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>TAE40110*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>TAE50111* OR TAE50211*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tbody>
</table>

* or its successor

<table>
<thead>
<tr>
<th>Key</th>
<th>^ Enterprise Trainer Skill Set includes one of the following or its successor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAE40110</td>
<td>Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>TAE50111</td>
<td>Diploma of Vocational Education and Training</td>
</tr>
<tr>
<td>TAE50211</td>
<td>Diploma of Training Design and Development</td>
</tr>
<tr>
<td>TAESS0001</td>
<td>Assessor Skill Set</td>
</tr>
<tr>
<td>TAESS401B</td>
<td>Plan assessment activities and processes</td>
</tr>
<tr>
<td>TAESS402B</td>
<td>Assess competence</td>
</tr>
<tr>
<td>TAESS403B</td>
<td>Participate in assessment validation</td>
</tr>
<tr>
<td>TAESS0007</td>
<td>Enterprise Trainer – Presenting Skill Set</td>
</tr>
<tr>
<td>BSCCM401A</td>
<td>Make a presentation</td>
</tr>
<tr>
<td>TAEDL301A</td>
<td>Provide work skill instruction</td>
</tr>
<tr>
<td>TAESS0003</td>
<td>Enterprise Trainer and Assessor Skill Set</td>
</tr>
<tr>
<td>TAAESS401B</td>
<td>Plan assessment activities and processes</td>
</tr>
<tr>
<td>TAAESS402B</td>
<td>Assess competence</td>
</tr>
<tr>
<td>TAAESS403B</td>
<td>Participate in assessment validation</td>
</tr>
<tr>
<td>TAEDL301A</td>
<td>Provide work skill instruction</td>
</tr>
<tr>
<td>TAEDL404A</td>
<td>Mentor in the workplace</td>
</tr>
<tr>
<td>TAEDL301A</td>
<td>Provide work skill instruction</td>
</tr>
</tbody>
</table>

Documentation is kept for each trainer/assessor to demonstrate their competence and currency in line with the relevant directive described above. These documents are held on file and stored in the following location:

Stored online in the Student Management System (Wisenet). Refer to CEACA Professional Development Policy 2015 (found at ceaca.com.au)
<table>
<thead>
<tr>
<th>Staff Member/s</th>
<th>Trainer</th>
<th>Assessor</th>
<th>Train/Assess Qualification</th>
<th>Vocational Qualification</th>
<th>Training arrangements (team teaching, working under supervision, etc)</th>
<th>Units of Competency Delivering/Assessing</th>
</tr>
</thead>
</table>
6. **Assessment Moderation**

6.1 **Moderation Meetings**

Moderation meetings will be held according to a set schedule to ensure a systematic approach. This is separate to the validation process and is intended to ensure reliable judgements have been made prior to issuing results to learners.

*Moderation of judgements* will occur on a regular basis, prior to issuing results to students, at least every 12 months. The moderation process involves the review of samples folios of evidence (assessments and RPL submissions) to confirm reliability and consistency of judgements that meet the requirements of the training package as well as meet industry standards. Materials such as learning and reference materials, training package assessment guidelines, feedback forms and other resources will be utilised.

Discussions and recommendations during moderation meetings will be recorded on a Moderation Form and stored in the following location: Stored on CEACA server data base

6.2 **Validation**

Validation will occur in alignment with the RTO’s 5 year plan. Refer to the plan/schedule in the following location: See CEACA’s Validation Policy 2015 at ceaca.com.au

6.3 **Assessment Feedback**

Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and moderation processes. Feedback will be sought through the following process:

**Feedback from students:**

Trainer feedback form each semester (twice a year)
End of semester course review feedback form (twice a year)

**Trainer feedback:**
End of year review feedback form

**Industry feedback:**
Industry questionnaires (once a year)

### 6.4 Transition Arrangements

The RTO Manager is subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package:

- ☒ Australian Skills Quality Authority
- ☒ Velg Training Newsletters
- ☒ Training.gov.au
- ☒ ISC Newsletters – indicate which ISCs
- □ Other – specify [Click here to enter text.]
- □ VET Reform Taskforce
- ☒ ISC Newsletters – indicate which ISCs [Click here to enter text.]

When there is a change to the Training Package that impacts on this TAS, the RTO Manager will notify all staff affected as soon as possible.

The RTO complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Package, the RTO Manager and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the RTO Manager and the management team.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).
7. **Review of Training and Assessment Strategy (TAS)**

This TAS will be reviewed as required by changes to the Training Package, organisational resources and in meeting individual client needs. A systematic approach will also be used to review the TAS and any recommended changes will be discussed by trainers, assessors, the RTO Manager and Management Team. These changes will be implemented when/if approved.

Approved by:

<table>
<thead>
<tr>
<th>RTO Manager Name:</th>
<th>Charlotte Bisset</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO Manager Signature:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>