

## NOTE

**TO ACHIEVE THIS QUALITY APPROACH, THE RTO NEEDS CONSISTENCY IN:**

- Industry engagement
- The Training and Assessment Strategy
- RTO practices
- Resources
- Facilities
- Staff – particularly regarding competency and currency of trainers and assessors
- Monitoring, evaluation and validation in practice.

**Note: The development and delivery of training and assessment qualifications requires full standard requirements in designing a TAS – refer RTO standards 1.21 to 1.25.**

## Developing strategies for training and assessment

There are significant variations in the scale of RTO operations, the business structure and the client and market segments serviced by different RTOs. These factors will influence your training and assessment strategy, as well as the obvious factors influencing your TAS such as your industry, learners needs and the environment in which they are operating.

**At a minimum the TAS needs to address:**

- training product
- core and elective components (full qualifications)
- mode of delivery
- entry requirements
- duration and scheduling
- assessment resources, methods and timing
- learning resources
- human resources
- physical resources
- strategies for 'stand-alone' units or skill sets
- strategies for 'assessment only' pathways.

For further details on these requirements refer to ASQA's User Guide to the Standards for RTOs 2015, page 18-19.

The strategy is documented to provide a broad outline of how delivery and assessment is structured to meet the learners' needs and satisfy the requirements of the industry. While different RTOs may go about the delivery and assessment of a given qualification in very different ways, **ALL need to consider the following questions:**

- Who is the target group(s)?
- What are the needs of this group?
- What are the enterprise/industry needs, requirements and considerations?
- What qualification or group of units of competency will be offered? What is the correct title and code for the qualification? Is it an endorsed skill set?
- Which units of competency from the qualification will be offered? Do these comply with the qualification packaging rules in the Training Package?
- How will the units of competency be organised into a training program?
- How will the training program be sequenced?
- Which delivery modes will be used?
- What amount of training will be offered to meet the needs of the learners?
- How will evidence be gathered for each unit of competency and/or clusters of units?
- Which staff members and /or third parties will be responsible for delivery and assessment? Do they have the required competencies according to the Training Package and the Standards for Registered Training Organisations 2015?
- Will they be available at the required times?
- What infrastructure, such as documentation, equipment and facilities, will be required to support the delivery and assessment strategies? Does the RTO have verifiable access to the required infrastructure? Will it be available at the required times?
- How will the evidence-gathering techniques and tools and the evidence leading to the judgement be determined?
- When and how will the training and assessment strategy be monitored and evaluated?
- Which pathways are available for people who undertake the qualification?

The answers to these questions will form the basis of the RTO's training delivery and assessment strategy. The purpose of the strategy is to provide a clear and concise outline of how the RTO will "approach" and "resource" the delivery and assessment of the relevant qualification.

These questions cannot be answered by referencing the Training Package alone. The RTO must take into account a range of factors when determining its delivery and assessment strategy including industry and learner needs, workplace policies and procedures, resource availability and the capacity of enterprises to support delivery and assessment.

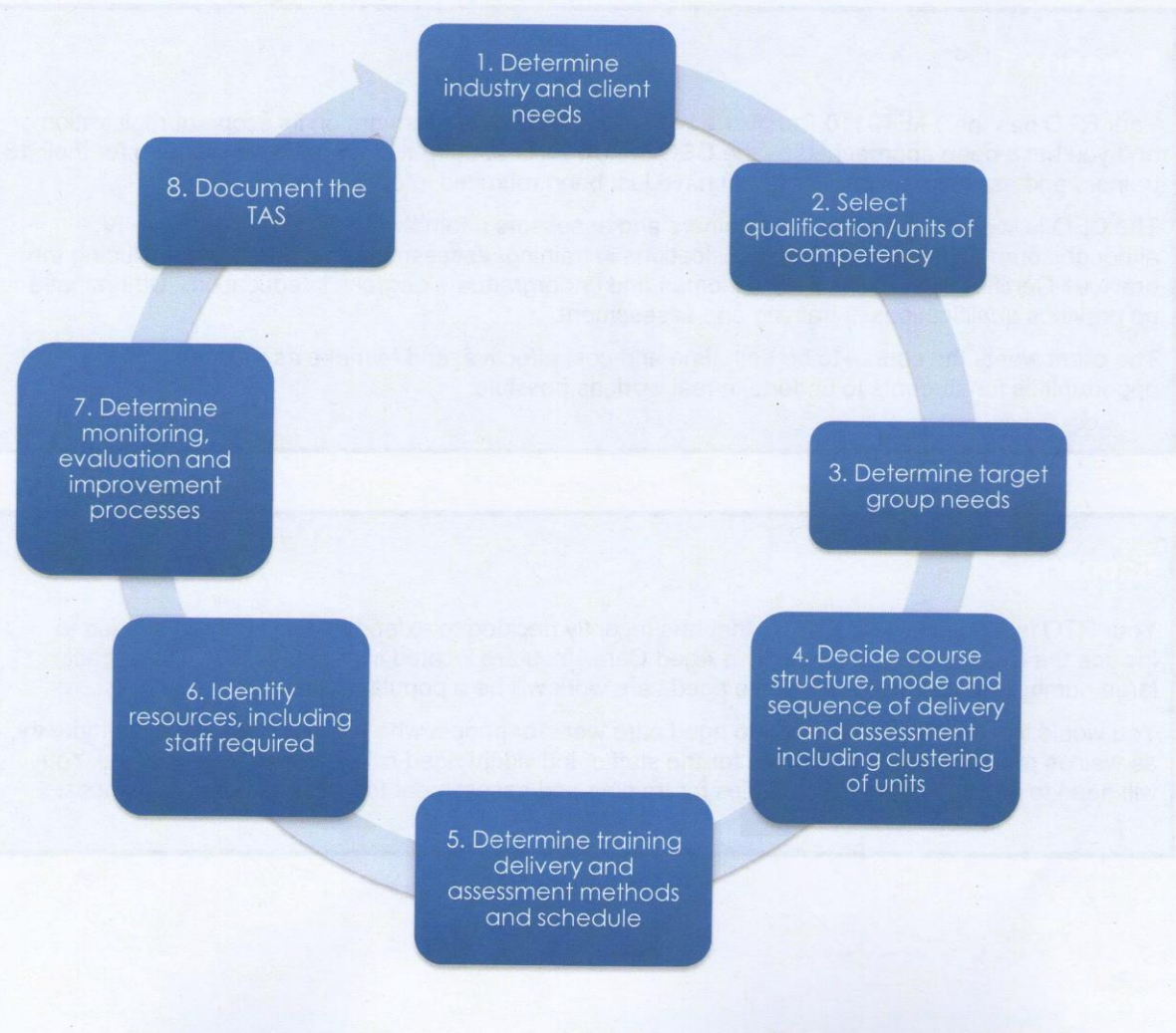
## Process of developing strategies for training and assessment

The development of your RTOs training and assessment strategy will require consultation and engagement relevant industry and enterprises to take into account:

- requirements and practices of enterprises and industry
- needs of your targeted learners
- specifications in the relevant Training Package
- RTO capacity as well as the capacity of relevant enterprises to provide delivery and assessment opportunities for candidates
- legislative regulations and requirements of industry.

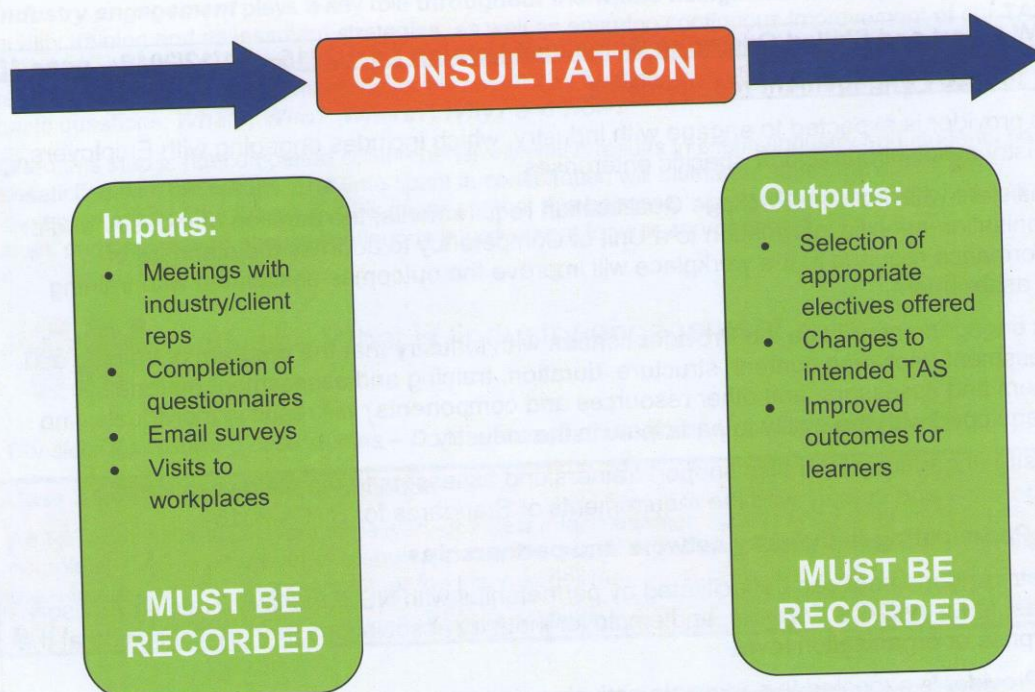
### Steps in the process

Activities undertaken in the development of a training and assessment strategy emphasise compliance and quality practice and include:



## What is effective industry engagement?

- **A powerful tool** to develop strong strategies
- **Initial** – start on the front-foot with the best vocational outcomes planned for
- **Ongoing** – ensure we're still meeting objectives and delivering quality outcomes
- **A means for improvement and quality** – it isn't just a focus on 'have I done enough to meet STD 1 clauses, 1.5 and 1.6, it should be focused on improving what we do.
- **Targeted** – this involves asking the *right questions* to the *right people* in the *right way* to obtain the *right information* (e.g. "What are current/ future industry needs and requirements?")
- **More than just a 'quick chat'**.
- **Formalised, systematic and DOCUMENTED!** – we operate in VET in an evidence based system. We need to plan and document evidence of quality, how industry, key stakeholders have informed our TAS and USE this data effectively in our TAS design and development.
- **Traceable with 'inputs' and 'outputs'**.<sup>11</sup>



This could be determined by a process that considers a preliminary industry consultation during the design and development of the TAS, followed by a more detailed analysis of processes, methods and tools to meet the industry needs and ongoing methods of consultation to contribute to quality assurance (e.g. Via monitoring, evaluation, validation and endorsement by industry).

This means nurturing meaningful relationships and partnerships with employers and/or industry associations and considering learner characteristics and the needs of the target group. Before you look at your individual scenarios let's consider some benchmarks for engaging with industry.

Complete the one for **'delivery methods** and **'materials, equipment, facilities'** (you can also refer to the areas listed over the page if needed).

Focus Area:	Who to consult	Suggested discussion topics:	Suggested questions/ information sought
<b>Selecting units</b>	<ul style="list-style-type: none"> <li>• Industry reps</li> <li>• Employers</li> </ul>	<ul style="list-style-type: none"> <li>• Job roles of employees</li> <li>• Standard day-to-day activities</li> </ul>	<ul style="list-style-type: none"> <li>• What do you look for in an employee fulfilling xxx role?</li> <li>• What would they be expected to do?</li> <li>• What skills/knowledge is required for safe and effective work? <i>(NB avoid VET speak and don't just give list of electives to select from)</i></li> </ul>
<b>Determining Assessment</b>	<ul style="list-style-type: none"> <li>• Industry reps</li> <li>• ISC reps/ resources e.g. TP companion volumes etc.</li> <li>• RTOs in wider network</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace assessment</li> <li>• Appropriate assessment methods</li> <li>• Link to industry standards/ regulatory requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any licensing / regulatory issues associated with xxx job role?</li> <li>• What needs to be demonstrated in the workplace?</li> <li>• Are there specific methods of <b>VOC*</b> that are used within the industry?</li> <li>• What industry standards/ best practice apply to the job?</li> <li>• What are the key areas of risk associated with the xxx job role?</li> </ul>
<b>Delivery methods</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Materials, equipment, facilities</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

\* = verification of competence.

Assuming you have completed your consultation thoroughly, you should be able to answer a range of questions to support you in development of an appropriate, customised training and assessment strategy, linked to the following:



All these factors vary from one industry to another, from one organisation to another.

Ensure appropriate industry engagement is taken to adequately investigate relevant factors that impact on the scope and design of the training and assessment strategy.

This engagement will provide you with a clear understanding of stakeholder needs and preferences. This will then allow you to confirm appropriate qualification/s and/or unit/s of competency to meet the needs and tailor your TAS accordingly.

## SOME CONSIDERATIONS

### INDUSTRY FACTORS

- Industry benchmarks – includes Sustainable practice
- Trends and challenges
- Regulatory requirements
- Career pathways - industry
- Occupational level
- Characteristics of job role/ 'currency' issues
- Specialisation areas
- Skill needs /skills utilisation

### ORGANISATIONAL FACTORS

- Business needs/ expectations
- What's the program need?
- Policies, systems and processes
- Target group (who?) / Job role requirements
- Career Pathways - enterprise
- Skill gaps/ needs – enterprise specific versus industry wide

### PARTICIPANT/ TRAINING REQUIREMENTS

- Target audience needs
- Access to resources and facilities
- Access to relevant workplace
- Workplace training/ assessment support needs
- LLN/foundation skills needs

### RTO FACTORS

- Context and risk level for delivery/ assessment
- Where will training/ assessment occur?
- How will program be offered? e.g. Work based etc.
- RTO capability and support
- What resources are required/ available?
- WHS (workplace health and safety) requirements?
- Roles and level of workplace involvement