



<b>Clients and environment</b>	<p>Students in Years 11 and 12 may enrol in this course.</p> <p>This qualification applies to the school RTO training and assessment environment where access to normal operations is not available. The delivery and assessment will be in a simulated work or industry environment with a high degree of supervision. The units are suitable for the school to contextualise to local industry activities. The school has established agreements with local industry for students to have work experience.</p> <p>[Insert other school-specific information]</p>		
<b>Training and assessment arrangements</b>	<b>Duration</b>		
	The expected completion time is [X] semesters / [XX] hours.		
	Assessments may be conducted at the school RTO, through work experience, work placement, simulated work environments or any combination of these.		
	<b>Organisation</b>		
	<p>The program will be delivered through class-based tasks that will simulate a specific industry environment. In addition, all students will be involved in work placements over the two years.</p> <p>A range of teaching and learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>• practical tasks</li> <li>• group work</li> <li>• activities in simulated work environments (as per the AQTF's <i>Users' Guide to the Essential Conditions and Standards for Continuing Registration</i>, p.78 definition)</li> <li>• work placements — students doing this course will be expected to spend up to [XX] days gaining experience in local industry environments.</li> </ul> <p>The school will ensure learners have every reasonable opportunity to complete their training program.</p>		
<b>Course structure</b>			
<p>The school RTO will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes.</p> <p>Set out below are a series of defined activities that a team of participants and individuals achieve in a simulated work environment, providing the framework for industry-relevant learning.</p> <p>This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package (or accredited course).</p> <p>Can include delivery sequence of units and clusters as well.</p>			
<b>Term / Semester</b>	<b>Topic / Theme / Guidelines</b>	<b>Units of competency</b>	
		All Semester 1 units plus:	
		All Semesters 1 & 2 units plus:	
		All Semesters 1–3 units plus:	



<b>Resource requirements</b>	<b>Record of available resources for this course:</b>
	<b>School resources</b>
	<b>Outside resources (agreement established)</b>
	<b>Training resources</b>
	<p>Note: These are links to real website resources.</p> <ul style="list-style-type: none"> <li>• <a href="http://toolboxes.flexiblelearning.net.au/preview/index.htm">http://toolboxes.flexiblelearning.net.au/preview/index.htm</a></li> <li>• <a href="http://industry.flexiblelearning.net.au/">http://industry.flexiblelearning.net.au/</a></li> <li>• <a href="http://trainingsupport.skills.vic.gov.au/default.cfm">http://trainingsupport.skills.vic.gov.au/default.cfm</a></li> <li>• <a href="http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/portal">http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/portal</a></li> </ul>
	<p><b>Other resources</b></p> <p>Note: These are links to real website resources.</p> <ul style="list-style-type: none"> <li>• QSA VET information: <a href="http://www.qsa.qld.edu.au/576.html">http://www.qsa.qld.edu.au/576.html</a></li> <li>• QSA AQTF Training and Assessment: <a href="http://www.qsa.qld.edu.au/14793.html">http://www.qsa.qld.edu.au/14793.html</a></li> <li>• QSA Vocational Training Areas: <a href="http://www.qsa.qld.edu.au/10460.html">http://www.qsa.qld.edu.au/10460.html</a></li> <li>• QSA AQTF Client Services: <a href="http://www.qsa.qld.edu.au/14812.html">http://www.qsa.qld.edu.au/14812.html</a></li> <li>• EQ Education policy and procedures register (replacing the DOEM): <a href="http://education.qld.gov.au/strategic/eppr/">http://education.qld.gov.au/strategic/eppr/</a></li> <li>• HLS-PR-012: Curriculum Activity Risk Management Modules: <a href="http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html">http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html</a></li> <li>• <b>EQ Reporting Student Achievements for Year 10 VET students:</b> <a href="http://training.qld.gov.au/training-organisations/ctm/transition-guides/index.html">http://training.qld.gov.au/training-organisations/ctm/transition-guides/index.html</a></li> <li>• Queensland Transition and Mapping Guides (VET): <a href="http://www.trainandemploy.qld.gov.au/partners/training_packages_and_courses/training_materials/mapguides/index.html">http://www.trainandemploy.qld.gov.au/partners/training_packages_and_courses/training_materials/mapguides/index.html</a></li> </ul>

<b>Pathways</b>	<p><b>Students will develop skills that lead to:</b></p> <ul style="list-style-type: none"> <li>• [Insert further study / career options]</li> <li>• [Insert further study / career options]</li> <li>• Follow link for qualifications pathway information within the Training Package. [Insert hyperlink]</li> </ul>
<b>Student feedback</b>	<p><b>Student feedback may be collected and analysed.</b></p> <p>To assist with continuous improvement processes, students are given opportunities to provide feedback during the course and after each assessment item. They are also given a satisfaction survey at the completion of each year.</p> <p>Students also participate in the internal review procedure.</p>
	<p><b>Student feedback is collected and analysed.</b></p> <p><a href="http://www.acer.edu.au/aqtf/learnerqi.html">http://www.acer.edu.au/aqtf/learnerqi.html</a> (link to Learner Engagement survey)</p> <p>[Insert description of data collection methods]</p> <p>Date data is submitted: [Insert date]</p> <p>Date data is analysed: [Insert date]</p>

<b>SDCS</b>	<p>Trainers and assessors provide student progress information to the SDCS operator and verify that accurate and up-to-date information is recorded.</p> <p>Note: Your description should be written so that a new trainer would understand the procedures and methods in use at your school. A sample process is set out below.</p> <p>[Insert description of methods]</p> <ul style="list-style-type: none"> <li>• SDCS data is provided — for input only— after training has begun.</li> <li>• A start date and anticipated end date is provided for each unit of competency.</li> <li>• A list of units of competency in which the student is enrolled is also provided.</li> <li>• The default outcome of "continuing enrolment" is entered for courses spanning more than one calendar year; otherwise the outcome is left blank until the competency is established.</li> <li>• Before each data submission to the QSA, outcomes and dates are reviewed and updated as required.</li> <li>• Data is provided to the SDCS operator on hard copy each time competencies are achieved by students and when students have achieved the qualification.</li> <li>• After data entry a printout from the SDCS system is provided to the trainer/assessor for checking, and returned with any corrections to the SDCS operator. This printout is signed and dated by the teachers as accurate.</li> <li>• After adjustments or corrections, the SDCS operator provides an updated printout for the trainer/assessor.</li> <li>• On completion of the course, unit outcomes are checked by the assessor to confirm outcomes and whether a certificate or a statement of attainment will be issued.</li> <li>• The SDCS operator will check the radio button to indicate partial completion or successful completion of the qualification.</li> <li>• The SDCS operator will provide the assessor with a final printout of results.</li> </ul>
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## Validation and moderation information

Who will manage the process; when will it be done; who will follow through?

### Continuous improvement

Continuous improvement is based upon assessment validation.

**Moderation:** The process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Units/s of Competency.

(Source: AQTF, *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, p.72) It enables assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made. (Source: TAA04 *Training and Assessment Training Package Glossary of Terms*)

**Validation** is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes. (Source: AQTF, *Users' Guide to the Essential Conditions and Standards for Continuing Registration*, p.80)

**Assessment validation includes, but goes beyond, assessment moderation.**

# Sample 11

## Xxxxxxx Assessment Plan

**Qualification code and title:**

**Date:**

**Purpose of assessment:** To allow xxxxxx.

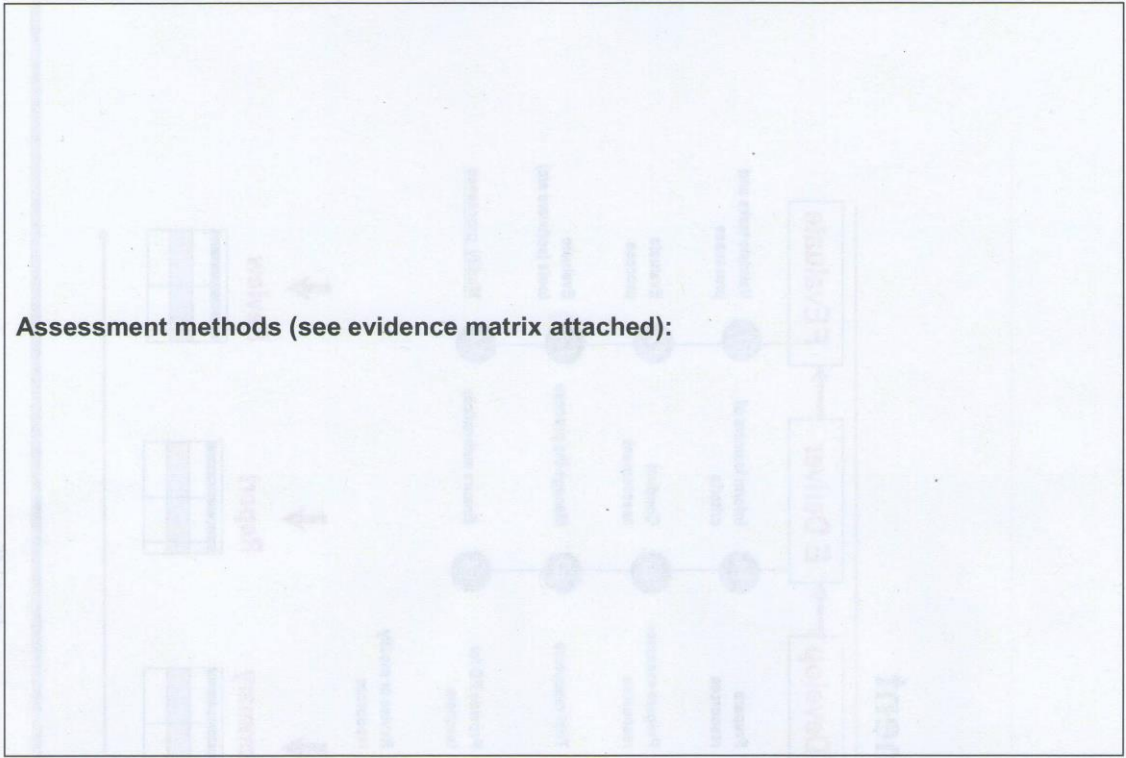
**Pre-requisites:**

**Target group:**

**Resources required:**

**Time allocation:**

Assessment methods (see evidence matrix attached):



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Vzasejnuj osuje