#### Australian Centre for Advanced Studies

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| Ver C. Dec 19. |

#### Training and Assessment Strategy

#### Why this form?

The purpose of this Training and Assessment Strategy form (TAS) is to help you develop a highly effective rationale that will add most value for the students, clients, and ACAS. It shows what you need to do and how it will work. Please don't treat it as just a form to fill in. This form gives the ACAS office essential program information to:

* show that you have done your program planning to meet aspects of program quality and compliance requirements. (Sections in tiny grey like this are references to the RTO standards.)
* put essential information on the ACAS website.
* generate enrollment numbers so you can enroll students.
* give you access to upload student results and other data.

#### Instructions

1. Fill in and submit this form:
   1. before offering a new qualification
   2. every year for continuing courses.
2. Fill in extra forms if you are offering more than one qualification.
3. If you are offering one qualification for two (or more) separate purposes or cohorts, fill in a separate form for each one even if most of the information is the same.
4. Fill in current data. If your data is unchanged from previous years, you may copy from your records, as long as it is still current and accurate.
5. See footnotes for extra explanations.
6. Check that you have filled in *all* required information.
7. Boxes will expand as you type.
8. \* indicates a required field.
9. Email the filled-in form to results@acas.edu.au
10. ACAS will contact you if more information is necessary.
11. If you have problems with the procedure, please email Ross Woods at ross.woods@acas.edu.au

Student enrolment is a webform on the ACAS website (acas.edu.au). Go to *Future students* and follow the *Enrollment* link*.* Students will need enrolment numbers to enrol.

#### Identifying you\*

|  |  |
| --- | --- |
| Name of your site or school |  |
| Address |  |
| Name of designated ACAS contact person |  |
| Email of designated contact person |  |
| Phone number of designated contact person |  |
| Date you filled in this form |  |
| Your name (Name of person submitting this form) |  |
| Your email |  |
| Your telephone number |  |

#### Qualification St. 1.26, 1.27, 4.h

|  |  |
| --- | --- |
| Please give the title of the qualification\* |  |
| Please give the code of the qualification\* |  |
| Please state the industry descriptor if applicable (Optional)  (E.g. For example, a Diploma of Management qualification done specifically in the construction industry can be titled “Diploma of Management (Construction).”) |  |
| Have you been offering this course or is it a new course? \* | * Already offered * New course |
| How will this qualification to be offered? | * Instruction *and* assessment (Must also be able to offer RPL) * Assessment *only* (RPL) |

#### Units and instructors/assessors

List all units to be offered for this qualification, with the name of the instructor/assessor, and the semester(s) in which it will be taught (e.g. Sem 1 2020).

* Insert more lines as needed.
* If taught as an intensive (i.e. not in a semester schedule), leave the semester column blank.
* Indicate if taught over more than one year.

**Required (compulsory) units**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Name of instructor/assessor** | **Semester** |
|  |  |  |  |
|  |  |  |  |

**Restricted choice elective units**

(In some qualifications program planners must choose a certain number of units from a list. E.g. “At least six units from category A.” “At least five units from List B.”

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| --- | --- | --- | --- |
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**Free choice elective units**

E.g. “Four units from any Training Package”  
N.b.“Free choice” applies to program planners, not to students. Do not include more units than permitted.

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#### Purpose

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| --- | --- |
| What is your specific purpose in offering this course? \* |  |
| Clearly identify and describe the target group E.g. demographic, career goals. \* |  |
| Clearly describe the target group’s characteristics that will affect how you will provide training and assessment.[[1]](#footnote-2)\* |  |
| How will this course add value for the client and/or students? [[2]](#footnote-3)\* |  |
| In the course or training package, what prerequisites are required for admission? (E.g. qualifications, experience?) \* St. 1.4 |  |
| If it has prerequisites, how will you monitor and document them upon admission? \* St. 1.4 |  |
| How will you ensure that you admit only students that have the capacity to pass the units they are enrolled in? \* St. 5.1 |  |
| Are these students enrolled in high school and using this qualification to complete high school requirements? \* | Yes  No |

#### Staff St. 1.13-20

You need to show that you have sufficient staff with suitable expertise. Staff information is uploaded separately.

|  |  |
| --- | --- |
| Please list the training and assessing staff for this qualification \* |  |

#### Student recruitment, advertising & information St. 4.1 St. 5

* Under the Standards for Registered Training Organisations, we are now required to provide more information to students, some as advice, some before enrollment or before commencement. You still need to inform students even if you do not issue written advertisments
* Unless students are doing the course as an employment commitment, information must be clear enough to allow a prospective student to decide whether or not to take the course.
* Small ads and flyers all must still comply with the rules because there is no minimum size to advertisements.
* See the enclosed checklist.

|  |  |
| --- | --- |
| Who is the client? [[3]](#footnote-4)\* |  |
| Where will you recruit students from? [[4]](#footnote-5)\* |  |
| How will you market and advertise this course? [[5]](#footnote-6)\* |  |
| Please upload a copy of all your student information and advertising. (E.g. prospectus, handbook, brochures, flyers, information sheets, or advertisements, checklist for briefing sessions.) \*  St. 4, St.5 |  |

Note: You must give prospective students a link to the ACAS website and the ACAS student handbook.[[6]](#footnote-7)

#### Information for website St. 4

In order to provide adequate data to the public, we now collect basic course data to put on the website.

|  |  |
| --- | --- |
| Is the course open to the general public if they meet your requirements?[[7]](#footnote-8) \* |  |
| Describe briefly the purpose of the course as you would give it to prospective students. \*  St. 5.1, 5.2 |  |
| Give a brief job description of what a graduate will be able to do.[[8]](#footnote-9)\*  St. 5.1, 5.2 |  |
| What pathways are available after students graduate?[[9]](#footnote-10) \*  St. 4, St. 5 |  |
| Will students need to apply for Austudy, Abstudy, or Youth Allowance as full-time students? \*  St. 4.1.k |  |
| When will be your next intake of students?[[10]](#footnote-11) \* |  |
| What equipment will students be required to provide? \*  St. 5.2.e.3 |  |

#### Specific prerequisites St. 4, St. 5

|  |  |
| --- | --- |
| If your organization has any specific prerequisites, please describe them here.[[11]](#footnote-12)  St. 5.1 |  |
| Which language is the medium of instruction? \*  St. 4, St. 5 |  |
| What English language requirements are required for admission?[[12]](#footnote-13) \*  St. 4, St. 5 |  |
| What literacy skills are required for admission?[[13]](#footnote-14) \* |  |
| What numeracy skills are required for admission?[[14]](#footnote-15) \* |  |
| How will you record that students meet any specific pre-requisites? |  |

#### Other program information

|  |  |
| --- | --- |
| Where will you teach it? E.g. If not online, give the address of the physical location.  Some courses are taught in locations other than the address of the institution, e.g. rented premises, on-job. \*  St. 5.2.ii |  |
| What delivery method do you plan to use?[[15]](#footnote-16) \*  St. 1: 1.1 |  |
| What are your arrangements for work placement? \*  St. 5.5 |  |
| When and how will students be assessed? [[16]](#footnote-17)\*  1.8.b (fairness) |  |
| What kinds of adjustments might you need to make?[[17]](#footnote-18) \* |  |
| What fees apply to **tuition** students? Give an amount. [[18]](#footnote-19)\*  St. 5.3 |  |
| Are there any specific payment arrangements for tuition students? \*  St. 5.3 |  |
| What fees apply to RPL students? Give an amount.\*  St. 5.3 |  |
| Are there any specific payment arrangements for RPL students? [[19]](#footnote-20)\*  St. 5.3 |  |
| Are there any ancillary or occasional fees? [[20]](#footnote-21)\*  St. 5.3 |  |

Please give the name, position and contact details for enquiries from the general public.

St. 5.2.b.iv

|  |  |
| --- | --- |
| Contact name \* |  |
| Email \* |  |
| Website \* |  |

#### Schedule St. 1.1, 1.2.

Courses follow one of these scheduling options:

1. Many courses follow a semester schedule. In these cases, policy normally specifies the dates after which enrollments will be late, and the dates after which enrollments will no longer be accepted. These can be either:
   1. School semesters (20 weeks per semester, two semesters per year)
   2. Higher education semesters (13-15 weeks per semester, two semesters per year)
2. Work year (48 weeks)
3. Self-paced: Students may go faster or slower as they wish.
4. Others are often "rolling starts." Cohorts may start a course at any time, and courses intersperse short intensives with on-job practicums. Students are automatically enrolled in all units.

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| --- | --- |
| Which kind of schedule is it? \*  St. 1.1, 1.2 |  |
| If your kind of schedule is not one of the above, please explain. |  |
| Describe your schedule in enough detail for a prospective student to decide whether or not he/she should enroll.[[21]](#footnote-22)  St. 1: 1.1 |  |
| On average, how much time will students need to spend each week to do this course[[22]](#footnote-23)? |  |

#### Volume of learning St. 1.1, 1.2

The Australian Qualifications Framework considers that entry-level, full-time students need a certain amount of time in the course, and these times also affect the length of time for Austudy eligibility. Part-time students take longer, but students may take less time if they already have relevant experience or relevant previous training.  
  
The VET standards want to prevent “quickie” courses, for example: “Show up Monday morning and graduate on Friday afternoon.” “Come at the start of next month and you’ll graduate at the end of the month.”  
  
The table below indicates the amount of time that students are deemed to need:

|  |  |
| --- | --- |
| Certificate I: 0.5 year Certificate II: 0.5 year Certificate III: 1 year Certificate IV: 0.5 – 1 year | Diploma:   1 – 2 years Advanced Diploma: 1 year Graduate Certificate: 1 year Graduate Diploma: 1-2 years |

|  |  |
| --- | --- |
| How many semesters will the program take? \* |  |
| Will students be full time or part time? [[23]](#footnote-24)\* |  |
| How and why did you decide on this length of time? Please explain your reasons, especially if you will give students less time than the amounts listed above.[[24]](#footnote-25) \*  St. 1: 1, 2 |  |
| If using a semester schedule, when is the course scheduled to start?  St. 1: 1.1 |  |

#### Amount of training St. 1.1

How much actual instruction will students get? You must give students enough time in learning activities such as classroom or group activities, lectures, tutorials, supervised practicum, online study, and supervised workplace practicum. Amount of training does not include, for example, unsupervised practicum, assignments, independent writing, or independent research. The VET standards want to prevent courses where students are not given enough instruction, for example:

Instructor gives newly enrolled students a textbook and says, “Here’s the textbook. Learn up on it and the assessment is in four months’ time.”

Estimate the hours per week in each of the following kinds of learning activities:

|  |  |
| --- | --- |
| Classroom or group activities: |  |
| Supervised practicum: |  |
| Individual tutoring: |  |
| Other: |  |

#### Intensive courses

Some programs are normally taught in short intensive courses. Intensive courses run all day for only several days so the amount of training is structured very differently from courses taught on a weekly schedule.

|  |  |
| --- | --- |
| How many days in total are given to short-term intensive courses? |  |

#### Rationale St. 1.2

|  |  |
| --- | --- |
| How and why did you decide on this amount of training? Please explain your reasons.[[25]](#footnote-26) (Consider students’ existing skills, knowledge & experience)\*  St. 1: 1, 2 |  |

#### Industry consultation St.1.5, 1.6

The purpose of consulting industry is to establish that your teaching and assessment reflects current industry practices and that your graduates will be employable. "Industry" refers to key people in organizations that employ graduates, or industry associations. Consultation must be done by personal meetings, but must be be supplemented by other methods.  
  
Industry consultation varies according to the kind of course:

* Campus-based courses must have substantial industry consultation and involvement if they should result in an employment outcome.
* It is much simpler for qualifications taught on the job to employees where the company/industry is closely involved in training.
* It is less integral for qualifications that are not designed to result in employment, and are simply pathways to other qualifications (e.g. some Certificate I and II programs).

Some things are *not* considered adequate industry consultation, such as comparing courses of other similar colleges, or simply following only the training package or ACAS requirements. Otherwise, industry consultation can take many forms, which are taught in the Cert IV TAA and can overlap with other compliance activities (e.g. industry PD).

|  |  |
| --- | --- |
| Describe briefly your system of industry consultation. There must be more than one kind.[[26]](#footnote-27) |  |
| Who did you consult from industry? Give the name(s) and position(s). \* |  |
| When did you do the consultation?[[27]](#footnote-28) \* |  |
| What information did you collect from industry? What did they recommend or want? \* |  |
| What information from industry did you use to create or modify your training and assessment? \* |  |
| What evidence do you have that your course strategy addresses current industry practices? \* SRTO 1.6. |  |
| How will you industry consultation help you to adapt the way you train and assess to meet the needs of these students? \* |  |
| What evidence do you have that industry consultation has ensured the industry relevance of the skills of its trainers and assessors? \* St. 1.6.b |  |
| What ongoing contact and input will you have with industry personnel? \* Cf. St. 1: 6 |  |
| What specific legislative and licensing requirements apply to this course?[[28]](#footnote-29) \*  St. 1: 1.1 |  |
| What assurance do you have that your graduates will be employable in the roles for which they are trained? \* |  |

#### Delivery method(s) & strategy

|  |  |
| --- | --- |
| Describe they way you will put the course content into a sequence.[[29]](#footnote-30) \* |  |
| How will you review and improve this course?[[30]](#footnote-31) \*  St. 2.2 |  |

#### Student support St. 1, 1.2.b; 1.7

|  |  |
| --- | --- |
| How will you determine the amount of support that students require?[[31]](#footnote-32) \* |  |
| What kind of support strategies do you have in place for students who need extra help? E.g. Tutoring, classroom assistants, etc. \*  St. 1.3.b, 1.7 |  |

#### Resources & materials St. 1.3

This section is to check that you have all resources and materials that you need for all units to be offered in this qualification. If you offered this qualification in the previous year, do you still have all the same resources and materials for each of the following?

|  |  |
| --- | --- |
| What training materials will you use? (may be commercial textbooks) |  |
| Do training materials cover every unit | Yes | No | N/a (RPL only) |
| Assessment materials for every unit (tasks, instructions, sign-off forms) | Yes | No |
| RPL Assessment materials for all units (Can be the same as above materials.) | Yes | No |
| Mapping to unit requirements for all assessment materials | Yes | No |
| Check of mapping for all assessment materials[[32]](#footnote-33) | Yes | No |
| Initial validations (e.g. for reliability, currency etc.) | Yes | No |
| Do you already have all resources will you need as specified in the units you will offer?[[33]](#footnote-34) | Yes | No |
| What other materials and resources will you need?[[34]](#footnote-35) \* |  |
| Do you *already* have any other materials and other resources you will need? \* | Yes | No | N/a |
| Do you have enough equipment for the anticipated number of students? | Yes | No | N/a |
| Materials normally require a copyright clearance or license for you to make copies for your students. Do you have a copyright clearance for the materials you will use? [[35]](#footnote-36)\* | Yes | No | N/a |

#### Conclusion

The information above is current, true and correct according to the best of my knowledge.

I understand that:

1. The accuracy of this information may be checked during audits.
2. All applicants must apply online at the beginning of the course.
3. Students must be correctly enrolled to be eligible for Centrelink benefits and to graduate.
4. Fees owing to ACAS must be paid in full before ACAS will approve this TAS and before it will issue graduation documents.

|  |  |
| --- | --- |
| We keep our forms under review. Was anything in this form unclear to you? If so, please explain. |  |

Our checking

|  |  |
| --- | --- |
| Have all non-compliances from previous site checks and audits all been resolved? |  |
| Were all issues identified in assessment judgement validations been resolved? |  |
| Have all past bills been paid? |  |

1. Relevant to 1.1, 1.2. [↑](#footnote-ref-2)
2. E.g. Company is more competitive or profitable, students get a better job, student graduates from high school, student has pathway to other qualifications. [↑](#footnote-ref-3)
3. Tip Some clients are not students, for example, employers who provide courses for their employees, high schools who provide courses to their students. [↑](#footnote-ref-4)
4. E.g. You might recruit students from within your organization, from client organizations, or from a specific segment of the general public. [↑](#footnote-ref-5)
5. E.g. Some organizations advertise to the general public. Others recruit to an existing constituency by word of mouth or by issuing internal information documents. [↑](#footnote-ref-6)
6. The ACAS website provides a wide range of Standards-compliant information. [↑](#footnote-ref-7)
7. E.g. Many courses are not open to the general public, for example: Courses that are only open to internal students of a particular high school, courses that are only open to employees of a particular organization. [↑](#footnote-ref-8)
8. Some qualifications can be used for very different job descriptions according to context and selection of elective units. For example:

   • Acting, stage management, backstage, or music performance.

   • Singing, playing an instrument, running live sound, working in a recording studio, or running an events business.

   • Television production, film production, or radio production.

   • Seniors chaplaincy, Sunday School, or youth ministry. [↑](#footnote-ref-9)
9. E.g. Another VET qualification, higher education. [↑](#footnote-ref-10)
10. You may give a semester or a year. Some programs can accept students at any time. [↑](#footnote-ref-11)
11. E.g. In some cases, students must provide their own practicum placement. In other cases, applicants must be a minimum age, or meet particular organisational conditions to become an intern. [↑](#footnote-ref-12)
12. E.g. None. Basic speaking and writing. Very fluent [↑](#footnote-ref-13)
13. E.g. None, Year 10 English, High school English, Academic writing [↑](#footnote-ref-14)
14. E.g. None Year 10 math, High school math. [↑](#footnote-ref-15)
15. E.g. Assessment only (RPL), On-job training, Classroom and practicum, Online Mixed mode (classroom and online). [↑](#footnote-ref-16)
16. E.g. On the job over several months, online, major project, in class through paper tests [↑](#footnote-ref-17)
17. E.g. Wheelchair access, Oral tests for visually impaired and dyslexic. [↑](#footnote-ref-18)
18. N.b. If fees are collected from individual students, either directly or through a third party, you are obliged to provide all relevant fee information, including all fees that must be paid, payment terms and conditions, and arrangements for deposits and refunds.

    Note: Some students do not pay fees, E.g. employees doing company training, some school students. [↑](#footnote-ref-19)
19. Fees for RPL students are normally cash upon enrollment. However, if the fee exceeds $1,500, you may not exceed the $1500 payment in advance limit and must permit payments in installments. [↑](#footnote-ref-20)
20. Some sites have various admin fees (e.g. change enrollment, late fees, re-examination fees.) List them all here. You may only charge fees that have been disclosed to applicants before they apply. (It is unethical and perhaps illegal to add various extras that students did not know about beforehand.) [↑](#footnote-ref-21)
21. For example:

    "This course runs five days per week during semesters."

    "This internship follows the schedule of full-time employment."

    "This course is an evening college for two nights a week during semesters."

    "This course fits into the school schedule, with a weekly practice sessions out of school hours." \* [↑](#footnote-ref-22)
22. This includes all structured activities including on-job training, class sessions, assignments, assigned reading, work/practicum, etc. \* [↑](#footnote-ref-23)
23. "Full time study" means five days a week in study, internship, and/or work-based practicum relating to acquiring competencies [↑](#footnote-ref-24)
24. You may provide less time only if you can demonstrate that your reduced amount will be adequate, e.g. students have prior qualifications that cover some of this course content, or prior experience working in the industry. [↑](#footnote-ref-25)
25. You may provide less time only if you can demonstrate that your reduced amount will be adequate, e.g. students have prior qualifications that cover some of this course content, or prior experience working in the industry. [↑](#footnote-ref-26)
26. The Standards now require that industry consultation be systematic and use multiple strategies . (SRTO 1.6) Besides personal meetings, strategies may include literature review, use of work placement, industry standards, PD, literature, etc. [↑](#footnote-ref-27)
27. E.g. It might have been one meeting, a series of meetings, or a regular meeting. [↑](#footnote-ref-28)
28. N.B. Do not list generic requirements that apply to all or nearly all courses, such as workplace safety, privacy, non-discrimination. [↑](#footnote-ref-29)
29. E.g. Courses need to follow a sequence of topics or activities so that students start with something they can handle, and progress through the course to the stage that they are ready for final assessment. Poor sequencing is a major cause of course failure. [↑](#footnote-ref-30)
30. E.g. Feedback forms focus group, interview, collate observations, assessment validations. etc. [↑](#footnote-ref-31)
31. E.g. Pretest of skills before admission, monitoring written work, classroom observation, review of previous work. If an applicant will require extra support that you cannot provide and cannot outsource, you must reject the application. [↑](#footnote-ref-32)
32. E.g. Due to frequent errors, mapping needs to be checked. [↑](#footnote-ref-33)
33. These are usually listed in “Conditions of assessment” for each unit. We can require an inspection list and will inspect them on internal audit. [↑](#footnote-ref-34)
34. E.g. Classroom, whiteboard, particular textbooks, special equipment, office space, training rooms, access to workplace for practicum.  
    N.B. Students need access to a library *only* if the program is designed to depend on it. Otherwise, you do not need to provide library access. [↑](#footnote-ref-35)
35. E.g. You do not need a copyright clearance for ACAS materials, materials you wrote yourself, individual copies of commercial materials, copies of excerpts within Copyright Act limits, and copyleft materials. You need a clearance for most other materials, including general internet materials that you print. [↑](#footnote-ref-36)