

TRAINING AND ASSESSMENT STRATEGY POLICY

QUALITY AREA 1 – TRAINING AND
ASSESSMENT

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PURPOSE

The purpose of this policy is to ensure Upskill U Pty Ltd delivers industry-relevant, high-quality training and assessment that meets the requirements of training packages and accredited courses. This is achieved through the consistent and compliant development and application of the Training and Assessment Strategy (TAS) for each course offering.

SCOPE

- This policy applies to all training products on our scope of registration
 - All staff involved in the design, delivery, assessment, and review of training programs.
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POLICY STATEMENT

This policy outlines the processes for the development, implementation, monitoring, and review of TAS documents across all training products delivered by Upskill U Pty Ltd. It ensures that Upskill U Pty Ltd complies with the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards) specifically Quality Area 1 – Training and Assessment.

TRAINING AND ASSESSMENT STRATEGY REQUIREMENTS

Upskill U Pty Ltd develops a strategy (or strategies as relevant) for each Training Product it is registered to deliver. Different strategies may be developed for different delivery models or target groups, including CRICOS students (if applicable).

Having a TAS for each delivery and offering will ensure:

- The training is consistent with the requirements of the training product, including meeting packaging rules and any pre-requisite requirements
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- The modes of delivery are engaging and appropriate for the skills and knowledge being delivered and have been considered against student needs that enable each student to attain skills and knowledge consistent with the training product.
- The training is structured and paced to support the student cohort, the complexity of skills and knowledge to be acquired, resources available and industry expectations.
- The training techniques, activities and resources engage each student and support their understanding.
- Where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

The TAS is designed to describe how a specific cohort of students will achieve competency and job readiness through appropriate training, practice and assessment in accordance with the requirements for a particular training package qualification or accredited course, skill set or single unit.

Delivery of the qualification, skill set or units of competency must be in accordance with the training and assessment strategy.

Upskill U Pty Ltd maintains, across its entire scope of registration and in alignment with its training and assessment strategies, sufficient:

- Suitably credentialed Trainers and Assessors to deliver the training and assessment;
- Provision of or referral to educational and support services to meet the needs of the student cohort/s undertaking the training and assessment;
- Learning resources to enable students to meet the requirements for each Unit of Competency, and which are accessible to the student regardless of location or mode of delivery; and
- Facilities, whether physical or virtual, and equipment to accommodate and support the number of students undertaking the training and assessment.
- Assessment strategies to ensure students receive sufficient time and opportunities reflect on and absorb the knowledge, apply feedback, and practice their skills in different contexts / environments before they are assessed.

Refer to the Training and Assessment Strategy Guidelines for a detailed breakdown of the mandatory inclusions required within each TAS.

TRAINING AND ASSESSMENT STRATEGY DEVELOPMENT

Upskill U Pty Ltd will ensure that training and assessment strategies are developed for all new additions to training products on the scope. During the development of a TAS will adhere to the Training and Assessment Strategy Guidelines and below process.

STEP 1. CONSULTING AND PLANNING WITH INDUSTRY

The courses offered by the Upskill U Pty Ltd are based on industry needs. Upskill U Pty Ltd aims to provide current industry knowledge and skills to the students. To achieve this objective, the RTO will consult with industry experts. This is to develop a system through which the TAS's created match the industry expectations and provide industry relevant information to students.

Stakeholder engagement during the development of a TAS will ensure:

- Upskill U Pty Ltd identifies relevant industry, employer and community representatives and seeks meaningful advice and feedback from those representatives;
- uses relevant advice and feedback to inform changes to training and assessment strategies and practices; and
- training reflects current industry practice.

Please refer to Stakeholder Engagement Policy for further details on the requirements of the engagement process.

STEP 2. STUDENT COHORT ANALYSIS

Before the construction of a TAS, a comprehensive Student Cohort Analysis is conducted to understand the characteristics, risks, and support needs of the intended student group. This step is critical to ensure the TAS is tailored, inclusive, and compliant TAS.

The Student Cohort Analysis:

- Identifies student demographics, LLN levels, digital literacy, and prior education/work experience.
- Assesses reasonable adjustment needs and support services required.
- Informs trainer-to-student ratios, delivery modes, and resource allocation.
- Ensures alignment between the cohort profile, AQF level, and assessment practices.
- Is documented using the approved Student Cohort Analysis Tool and retained with each TAS version.

This step supports the development of student-centric, accessible training and contributes to improved student outcomes. Use the Student Cohort Analysis Tool to complete this process.

STEP 3. CONSTRUCTING A TAS

The Chief Executive Officer will coordinate with relevant Trainer and Assessors for constructing a new TAS as per industry expert recommendations.

The Chief Executive Officer/ Business Manager in collaboration with trainers and assessors, develops the TAS using:

- Details and requirements provided on the National Register such as qualification code, name, pre-requisites, number and type of units as per packaging rules, work placement hours, LLN&D requirements, etc.
- The approved Training and Assessment Strategy Template
- The Training and Assessment Strategy Guidelines

- Considerations and specifications of the cohort needs and requirements

Initial drafts are reviewed using the Training and Assessment Strategy Review Checklist.

STEP 4. FINALISING AND APPROVING TAS

- TAS documents are submitted to the Chief Executive Officer for approval.
- Approved versions are distributed to all relevant departments including the academic, sales and marketing, quality assurance/compliance, and student support.
- Obsolete versions must be archived per the Record Management Policy and Procedure.

TRAINING AND ASSESSMENT STRATEGY IMPLEMENTATION

The implementation phase ensures all training and assessment is delivered in accordance with the approved TAS.

Key activities include:

- Briefing trainers and assessors on the TAS content and requirements.
- Ensuring learning and assessment resources match the TAS.
- Monitoring initial delivery and resolving discrepancies.
- Capturing early student and trainer feedback for continuous improvement.

TRAINING AND ASSESSMENT REVIEW

All TAS documents must be reviewed to ensure they are fit for purpose, suitably aligned to the scope of registration, cohort and industry requirements.

Occurrences when TAS's should be reviewed:

- Changes that impact the delivery of the TAS such as:
 - business strategies/operations
 - training package requirements
 - industry requirements
 - cohort requirements and needs
 - updated technologies including equipment and facilities.
- At a minimum scheduled annual reviews must occur for all current TAS's.

MONITORING FOR CHANGES AND UPDATES

- The Chief Executive Officer/ Business Manager will monitor for any changes that may impact a TAS, monitoring activities will include but not be limited to:
 - Setting alerts to changes to the National Register
 - Network communication and liaison with industry
 - Reviewing and monitoring student and stakeholder feedback
 - Validation activities

- Continuous improvement and self-assurance activities

REVIEW PROCESS

- The Chief Executive Officer/ Business Manager will monitor for any changes that may impact a TAS, monitoring activities will include but not be limited to:
 - Setting alerts to changes to the National Register
 - Network communication and liaison with industry
 - Reviewing and monitoring student and stakeholder feedback
 - Validation activities
 - Continuous improvement and self-assurance activities
- The Chief Executive Officer/ Business Manager will review whether TAS's are current and matched with the information from training.gov.au. In the event that the version identified in TAS's (e.g., superseded vs current version, and old and new release version) is not the same necessary adjustments and amendments will be made.
- The Chief Executive Officer/ Business Manager will arrange a meeting with industry experts and academic staff members (e.g., trainers and assessors) to receive feedback and recommendations regarding the TAS's.
- Once engagement and consultation is completed the Chief Executive Officer/ Business Manager will use the feedback to update the TAS.
- Please refer to Stakeholder Engagement Policy for further details on the requirements of the engagement process.
- The Training and Assessment Strategy Review Checklist will be used to ensure that all components in the TAS's are reviewed.
- Updated TAS documents are submitted to the Chief Executive Officer for approval.
- Approved versions are distributed to all relevant departments including the academic, sales and marketing, quality assurance/compliance, and student support.
- Obsolete versions must be archived per the Record Management Policy.

TRANSITION OF TRAINING PRODUCTS

Upskill U Pty Ltd ensures that:

- Any time a training product on its scope of registration is superseded, all training and assessment for current students is finished, the necessary AQF certification documentation is issued, or students are transferred to the replacement training product within a timely manner.
- Does not enrol new students into the superseded training product from the period commencing one year from the date the replacement training product was included on the National Register;
- The required AQF certification documentation must be issued within two years of the date the AQF qualification was removed or deleted from National Register in cases where an AQF qualification is no longer valid but has not been supplanted.
- The relevant AQF certification documentation must be issued within a year of the date the skill set, unit of competency, accredited short course, or module was removed or deleted from the National Register in cases where the skill set, unit of competency, accredited short course, or module is no longer valid and has not been replaced.

- A new student does not commence training and assessment in a training product that has been removed or deleted from the National Register.

It is noted that the requirements above do not apply where a training package requires the delivery of a superseded unit of competency.

Refer to Managing Transition Policy for further details on the requirements of managing transitions process.

EXTERNAL PARTIES

- All third parties who deliver training and assessment on the Upskill U Pty Ltd behalf will be required to enter into a third party agreement with RTO.
- Upskill U Pty Ltd will monitor the provision of services by third parties to ensure services comply with the Outcome Standards.

Refer to the Third Party Framework for further details on the requirements and obligations of third party arrangements.

COMPLAINTS, APPEALS AND FEEDBACK

Upskill U Pty Ltd values feedback and is committed to continuously improving the quality of the training and assessment we offer. We encourage all stakeholders to share their feedback, make appeals on assessment decisions, and raise any complaints they may have regarding this Training and Assessment Policy, this is detailed with our Feedback, Complaints and Appeals Policy.

POLICY IMPLEMENTATION

The implementation of this policy is supported by:

- Staff induction and training on TAS requirements
- Internal audits and validation activities
- Stakeholder feedback
- Version control and quality assurance mechanisms

Compliance with this policy will be reviewed at least annually, as part of Upskill U Pty Ltd's quality assurance cycle, in alignment with our Self-Assurance Schedule.

ACCOUNTABILITY

The following table outlines the key roles within the organisation and their specific responsibilities in relation to the implementation, monitoring, and continuous improvement of this policy. Each role is accountable for ensuring the policy is upheld in practice and integrated effectively into relevant operational and compliance processes.

ROLES	RESPONSIBILITIES
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Management Team Role	<ul style="list-style-type: none"> Ensure TAS documents are developed, reviewed, and maintained in compliance with regulatory requirements.
	<ul style="list-style-type: none"> Monitor and evaluate TAS implementation and continuous improvement.
Trainer and Assessor Role	<ul style="list-style-type: none"> Contribute to TAS development and ensure delivery aligns with the documented strategy.
	<ul style="list-style-type: none"> Provide student support as outlined in the TAS.

MONITORING

The Accountable Officer is responsible for ensuring Policy Instruments are reviewed, normally on a five-year cycle from the date they came into effect or the date of the last review. An earlier review of the Policy Instrument may be initiated if significant regulatory changes occur or a need identified. A Policy Instrument under review remains in force until the revised Policy Instrument is approved.

POLICY INFORMATION	
Accountable Officer	Sarah Nicholson – Chief Executive Officer
Date Effective	01/07/2025
Review Date	01/07/2023
Version Number	1

REGULATORY FRAMEWORK

This policy has been developed with reference to a range of legislative instruments, standards, guidelines, and regulatory principles that govern our operations as an RTO. These frameworks ensure that we operate with integrity, upholds quality training and assessment practices, and meets our legal obligations to students, regulators, and the broader community.

The following documents underpin the principles and practices outlined in this policy and should be considered in its application:

- [AQF Glossary of Terminology](#)
- [AQF Qualifications Issuance Policy](#)
- [Copyright Act 1968](#)
- [Credential Policy - Standards for Registered Training Organisations](#)
- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [National Vocational Education and Training Regulator \(Consequential Amendments\) Act 2011](#)

- [National Vocational Education and Training Regulator \(Data Provision Requirements\) Instrument 2020](#)
 - [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
 - [National Vocational Education and Training Regulator Act 2011](#)
 - [National Vocational Education and Training Regulator Regulations 2011](#)
 - [Privacy Act 1988](#)
 - [Racial Discrimination Act 1975](#)
 - [Student Identifiers Act 2014](#)
 - [The Australian Qualifications Framework](#)
 - [Vocational Education and Training \(General\) Regulations 2009](#)
 - [Work Health and Safety Act 2011](#)
 - [Digital Literacy Skills Framework](#)
 - [AVETMISS data element definitions: edition 2.3](#)
 - [AVETMISS VET Provider Collection specifications: release 8.0](#)
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RELATED DOCUMENTS

For a complete and centralised list of interconnected documents - including associated policies, procedures, forms, and checklist - please refer to the Dependency Matrix located within the Quality Manual. This matrix has been designed to support consistency, version control, and alignment across the broader compliance framework

DEFINITIONS

To ensure consistency and clarity across all policies, procedures, and supporting documents, Upskill U Pty Ltd maintains a centralised Definitions Library, located within the Quality Manual. This resource contains standardised definitions of key terms and acronyms commonly used throughout our quality management system and compliance framework. All documents should be read in conjunction with the Definitions Library to support accurate interpretation and application of terminology. Where a term is used within this policy and is not explicitly defined herein, it should be understood according to its definition in the Definitions Library. The Definitions Library is reviewed and maintained regularly to reflect changes to legislation, regulatory standards, and sector-specific terminology. Any suggestions for additions or amendments to the Definitions Library should be directed to the Chief Executive Officer for consideration as part of our continuous improvement practices.