

# **RTO Materials Contextualisation Guide**



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## Introduction

This guide is intended to show you what you need to do in the contextualisation process.

While our resources are written to meet audit requirements, you will still need to complete contextualisation and validation processes to get them ready for audit.

**Your contextualisation and validation process will vary depending on your training delivery method, which may be:**

- Workplace-based
- Face-to-face
- Distance learning
- Online training
- Group-based
- One-to-one

Our materials are to be used as part of your own Training and Assessment Strategy (TAS), and the delivery of training must include input from the trainer themselves.

## General requirements

### Creating a Training and Assessment Strategy (TAS)

The Training and Assessment Strategy (TAS) is a document you will need to present at audit. It contains information on training package requirements and shows how you have been responsive to industry and learner needs.

For a VET qualification, it should identify and address the arrangements for assessment, and explain how individual units will be delivered and assessed also.

As the RTO, you must also describe how you will meet the requirements for training packages/accredited courses, and be responsive to industry and learner needs, as determined by the Standards for Registered Training Organisations 2015.

#### **You must describe the procedures you will follow to make sure:**

- Training is delivered by qualified trainers/assessors
- Learners are offered support during the training and assessment process, relative to their needs
- Facilities and educational support services are provided to students
- Resources and facilities are provided to meet the learner cohort needs, giving them a fair and even chance of achieving competency

The above applies to all kinds of training, whether in person or online/distance learning.

Please see the attached TAS template in the Appendices, for your use.

Ensure your TAS and training practices are consistent with the requirements of training packages and VET accredited courses.

The training you deliver must allow learners a fair chance of achieving competency after assessment, according to the Rules of Evidence and Principles of Assessment.

When delivering units or a full qualification, you will need to determine how much training each learner actually requires, with regards to their existing skills and knowledge and the method of training delivery.

## Guide to documents

Document name	Purpose	What you need to do
<b>Assessment Matrix (Mapping Doc)</b>	<p>This is the mapping document that shows which parts of the named documents apply to the individual performance criteria.</p> <p>The areas that are mapped are: Learner Workbook Activities, Observations (including Demonstrations and Simulated Tasks), Summative Assessments and any Additional Evidence that may be supplied by the learner (subject to validation by the assessor).</p>	<ul style="list-style-type: none"><li>➤ Check any mapping to see that it aligns with any contextualisation changes you have made to activities.</li><li>➤ Map any additional assessments you have created.</li></ul>

<p><b>Assessor Workbook</b></p>	<p>This document is designed for sole use by the assessor – it is a guide for the assessor and provides them with all the necessary information to complete their assessment of learners. It gives them instructions on tasks to complete prior to their assessment, on the use of the third party, how to assess students, deciding on competency and steps to take after the assessment is complete.</p> <p>It also provides details on how to conduct observations, answer guides for the learner workbook activities and summative assessments.</p> <p><b>Note:</b> an observation should be completed for each of the learners by the trainer/assessor. If the tasks aren't everyday actions, a simulated environment is acceptable, or a demonstration can be set up.</p>	<ul style="list-style-type: none"> <li>➤ Review the instructions to the assessor and ensure assessor knows about benchmarks, assessment processes and expectations of assessors/learners, to guarantee assessment is consistent across the board, no matter who the assessor is, or what the situation is.</li> <li>➤ Review example answers and add detail to them, ensuring they are contextualised.</li> <li>➤ Validate assessment tools and record evidence of this validation in line with ASQA requirements.</li> <li>➤ Consult with industry experts/qualified professionals on the assessment tools, as part of the validation process. Again, record evidence of this consultation in line with ASQA requirements.</li> </ul> <p>Determine:</p> <ul style="list-style-type: none"> <li>➤ What tools/equipment you need</li> <li>➤ What tools need to be developed by you (the RTO)</li> <li>➤ How you will record evidence</li> <li>➤ Performance benchmarks</li> <li>➤ Whether assessment complies with the Principles of Assessment and Rules of Evidence</li> <li>➤ Whether the assessment tools are appropriate for the level of the learners, if they are relevant to the qualification being delivered, and if they meet the unit requirements</li> <li>➤ What the skill requirements are of learners (foundation skills/language, literacy and numeracy)</li> <li>➤ Any gaps in assessment</li> </ul> <p>Ensure you carry over any relevant changes into the Learner Workbook.</p>
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<b>Cover Sheet</b>	This outlines the Unit of Competency requirements and also outlines the purpose of all the other documents.	➤ N/A
<b>Learner Evidence</b>	This is not a necessity for completion of the unit but can be used by the learner as an aid to monitoring their own progress as they work through the unit. This document lists all of the elements and performance criteria; it provides space for learners to make notes and document their performance evidence.	<ul style="list-style-type: none"> <li>➤ Allow learners to identify areas they are eligible for RPL/credit.</li> <li>➤ Provide instructions for RPL/credit and the required evidence.</li> <li>➤ Consult the Rules of Evidence and Principles of Assessment.</li> <li>➤ Advise learners of RPL/credit results before beginning training.</li> </ul>
<b>Learner Guide</b>	<p>This is to be used as an information source by the trainer/assessor delivering the course, and should also be given to all learners as a learning tool to use for their training sessions.</p> <p>The Learner Guide links with the Learner Workbook as it provides the information given during sessions and is designed to help learners to further their knowledge and to complete the activities in the Learner Workbook. The PowerPoint reflects the content of the Learner Guide and should be used in conjunction with this by the trainer/assessor in the sessions.</p>	<ul style="list-style-type: none"> <li>➤ Check content is relevant and applicable to learners, and contextualise where appropriate.</li> <li>➤ Add extra content, if desired.</li> <li>➤ Add reference to any extra assessments you have added.</li> <li>➤ Identify points for discussion, research and extra reading.</li> <li>➤ Validate content, as you have with the assessment tools.</li> <li>➤ Record evidence of industry consultation and contextualisation.</li> <li>➤ Add supplementary training materials (handouts, appendices, references, online links, etc.)</li> </ul>

<b>Learner Workbook</b>	<p>Each learner should be given a Learner Workbook which will hold a number of activities, both formative and summative; all activities need to be completed in conjunction with the Learner Guide in the appropriate sessions.</p> <p>The formative activities are assigned to specific sections of the Learner Guide and should be completed in order. The summative assessments (activity) will need to be completed once the Learner Guide has been finished. The Learner Guide and trainer/assessor should provide further information and support to help learners with the activities. The trainer/assessor should also refer to the Assessor Workbook to obtain information on assessment, third party observations/demonstrations and activity answers.</p> <p>The Learner Workbook includes a workplace documentation section, which may be used by the learner, to record any workplace documents that have been submitted as evidence or to support activity answers. It also contains an additional supplementary oral questions</p>	<ul style="list-style-type: none"><li>➤ Ensure instructions to learner are clear and detailed.</li><li>➤ Make reasonable adjustments and contextualise assessments to the needs and situation of the learner cohort, including case studies/scenarios (if applicable), and group tasks.</li><li>➤ Arrange for third party/assessor observations, where applicable.</li><li>➤ Add supplementary oral questions, if required.</li><li>➤</li></ul>
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	<p>section, which may be used by the trainer/assessor if further oral questions are required to determine the overall competency of the learner.</p>	
<p><b>Observation and Demonstration Checklists</b></p>	<p>This document provides a list of the observation/demonstration tasks that are required for the unit. The first section of the document is for the third party to use and the second section is for the trainer/assessor to use, depending on who is chosen to conduct the observations/demonstrations with the learner.</p> <p>Observations/demonstrations should be appropriate to the learner and the environment so that the learner is given full opportunity to demonstrate the skills and performance evidence that is required.</p>	<ul style="list-style-type: none"> <li>➤ Review third party details and fill in appropriate fields.</li> <li>➤ Review observations checklists to ensure they meet the Rules of Evidence and Principles of Assessment requirements.</li> <li>➤ Add additional observations if you have added extra assessments.</li> </ul>

<b>PowerPoint Slides</b>	These slides are designed to be used by the trainer, in conjunction with the Learning Guide content, to help deliver the required knowledge to learners. It is not designed as a standalone learning resource. It will help you highlight the key areas of the learning content and present areas for discussion in the classroom.	<ul style="list-style-type: none"> <li>➤ Check content is relevant and applicable to learners, and contextualise where appropriate.</li> <li>➤ Add extra content, if desired.</li> <li>➤ Add reference to any extra assessments you have added.</li> <li>➤ Identify points for discussion, research and extra reading.</li> </ul>
<b>Session Plan</b>	This is to be used by the trainer to help plan their delivery of the learning content and assessments to the learners. It outlines the location, date, time and details of the sessions, as well as any special requirements that need to be considered prior to delivery of the content.	<ul style="list-style-type: none"> <li>➤ Add in any additional assessments you have created, in the relevant place.</li> <li>➤ Check the unit of competency details on the first page.</li> </ul> <p>Fill in the following details:</p> <ul style="list-style-type: none"> <li>➤ Location of sessions</li> <li>➤ Commencement date</li> <li>➤ Special equipment/materials required for each session</li> <li>➤ Special considerations/reasonable adjustments</li> </ul>

## Industry consultation

As previously mentioned, you will need to consult with employers and people in the industry, relating to the qualifications/units you are delivering.

This consultation must be recorded, to support compliance at audit.

**The following are ways you can demonstrate you have consulted with the industry:**

- Recording assessment and training activities that require learners to do their own research in industry/employment situations
- Using external tools from the industry to support training and assessment
- Sourcing workplace policies and procedures for use in the assessment process
- Researching industry skill requirements and making sure the learning outcomes and assessment align with these
- Using industry experts to validate the content for training and assessment
- Sourcing actual job descriptions for use in simulated environments and case studies
- Providing industry-appropriate situations for learners to demonstrate skills in
- Sourcing legislation, regulatory information, and codes of practice on relevant topics for the training materials, and incorporating these into training.

## Contextualisation

Contextualisation is the process of you adapting the resources to suit your learners, in particular, the assessments.

So, you must look at your cohort of learners and decide which assessment methods are most suitable for them.

### **You will need to consider, for example:**

- The ability of your learners and current level/knowledge
- The resources and facilities you have available, e.g. do they have access to the workplace? Do you need to acquire any equipment?
- Do the learners have any RPL credit?
- What industry/jobs are your learners from/aiming to go into?
- Do the case studies suit your learner cohort's goals?
- How you will go about collecting evidence of assessments, and how much evidence you will need.
- Can learners complete group activities? Do they need to be adapted to suit individual learners?
- Can learners complete the activities in the timeframe given? You may need to adjust these to suit the length of time you are running the course for. However, be aware that some units of competency state a specific amount of time that practical requirements must be completed over in the Performance Evidence – you should not change this, as it would contradict the unit requirements.

As RTO Materials give you the Word and PowerPoint documents of our resources, they are fully editable and you can make as many changes to them as you like.

So, you can change assessments, learning material, reword it, rewrite things or supplement them with your existing materials. Just make sure you record any changes you make so that you can present them at audit as evidence.

When we update our resources, don't worry, as we will detail the changes we have made in the Version History document. You can then just transfer the changes we have made into your already contextualised documents, so you don't have to repeat the same work over and over again.

## Assessment guide

Within our materials, the assessments can be categorised in different ways, according to what they are assessing.

Here, we will give you a broad guide as to what they are and how to use them.

Type of assessment	Where it is found	What it assesses
<b>Formative Assessments/Question and answer activities</b>	Learner/Assessor Workbook	These are questions designed to assess each Performance Criteria separately. They are primarily written question and answer formats.
<b>Summative Assessment Section A: Skills Activity</b>	Learner/Assessor Workbook	The Foundation Skills (also known as required skills in some units). This is normally a practical activity where learners demonstrate they have the Foundation Skills necessary for the unit.
<b>Summative Assessment Section B: Knowledge Activity</b>	Learner/Assessor Workbook	The Knowledge Evidence (also known as required knowledge in some units). This is in a question and answer format, where learners show they have the Knowledge Evidence necessary for the unit.
<b>Summative Assessment Section C: Performance Activity</b>	Learner/Assessor Workbook	The Performance Evidence (also known as critical aspects of assessment in some units). This is normally a practical activity where learners demonstrate the Performance Evidence necessary for the unit.

<b>Assessor and Third Party Checklists</b>	Observation and demonstration Checklists	<p>There are two checklists – one for the third party and one for the assessor.</p> <p>They are essentially the same – the only difference is who fills them in (the assessor or the third party).</p> <p>You should use these to record observations of demonstration-based activities.</p> <p>You may not need to use these for all activities, as they may be a simple question and answer format. However, we create observations for all of the performance criteria, in case you wish to alter the format of activities or assess learners in the workplace or a simulated environment.</p>
<b>Recognition of Prior Learning (RPL)</b>	Learner Evidence	<p>The Learner Evidence document can be used by learners to identify existing evidence of existing competency for each of the performance criteria.</p> <p>They will also need to attach sufficient evidence of their prior learning to gain RPL credit.</p> <p>As the assessor, you will then need to assess the evidence for validity, according to the Rules of Evidence and Principles of Assessment.</p>
<b>Workplace Documentation</b>	Learner Workbook	<p>If a question requires completion in the workplace, learners will need to attach evidence of observation in the workplace.</p> <p>As the assessor, you will then need to assess the evidence for validity, according to the Rules of Evidence and Principles of Assessment.</p>
<b>Supplementary Oral Questions</b>	Learner Workbook	<p>If you feel the learner has not fully demonstrated competency in a particular criteria, you can create supplementary oral questions to confirm their understanding of certain criteria.</p> <p>You must record these in the corresponding section of the workbook and assess them according to the Rules of Evidence and Principles of Assessment.</p>

## Reasonable adjustments

You may have learners who have special needs, e.g. disabilities, culture-specific, lifestyle-specific.

Where this is the case, you will need to make reasonable adjustments to your training and assessment processes to afford them the same learning opportunities as others. Note, that you should not present an advantage or disadvantage to these learners over other participants.

The reasonable adjustments should also be made in a way that doesn't distract or require extreme measures from the assessor during the process of training and assessment.

Another factor to consider is accessibility, particularly if you have learners where English is not their first language or if you have Aboriginal and/or Torres Strait Islanders, where their health and training needs may differ.

## Reassessment and appeals

The assessment process is not intended to be a pass or fail situation, so students must be afforded a chance to be reassessed in any activity if they are deemed not yet satisfactory (when they are ready).

If a student feels the result of assessment is incorrect and unfair, then you must allow them to appeal the result. You will need to create policies and procedures for grievances and complaints, which you make freely available to learners. These should cover all areas, academic and non-academic.

You will then need to deal with complaints and grievances promptly, fairly and objectively. You must then determine an acceptable outcome, e.g. changing the assessor and reassessing the submitted evidence.



## Dealing with cheating and plagiarism

If you find learners using plagiarism or cheating on assessments, you will need to deal with these as a disciplinary measure.

Again, you will need policies and procedures in place, and inform learners and assessors of their responsibilities and expectations. You should then have participants sign a declaration that they understand these policies and procedures – retain this in case you need to use it in future for a dispute.

## Workplace evidence

If you need to conduct an assessment in the workplace, you will need to arrange this with the actual workplace and the participant, so there is an environment suitable for observation.

As an assessor, you will likely need to work with a manager or supervisor to accommodate this observation – you will need to ensure it is minimally disruptive and adhere to the workplace health and safety requirements and security protocols of the workplace.

During your observations you should ask the learner questions based on the knowledge required for the performance criteria. Record these questions and the responses for use as assessment evidence – you may wish to prepare these prior to observation.

### Using third party evidence

Third party evidence is a useful way for learners to complete demonstrable activities where an assessor may not be able to directly view them completing a task.

This could be video evidence, audio evidence, or a record of observation.

However, a very important point to consider is that third party evidence does not constitute actual assessment, it is only supporting evidence.

Essentially, what this means for you is that the assessor must look at any third party evidence and assess it according to the Rules of Evidence and Principles of Assessment.

It is important that you vet the third parties to ensure they are adequately qualified and experienced in the workplace so that the evidence they provide will be reliable, trustworthy, useful and related to the task at hand.

#### Examples of third parties may include:

- Managers
- Supervisors
- Work colleague
- Team leader

You must explain clearly to the third party the required standard the learner must perform tasks at, and communicate with them on a regular basis during the assessment.

## Simulated environments

In some of the activities, it will mention the terms 'simulated environment' or 'simulated workplace'.

These activities are designed to cater to those learners who don't have access to a workplace, or where workplace assessment is impractical. It may even be that you need to contextualise a workplace-based activity so it is completed in a simulated environment, depending on your learners' situation.

### **When creating a simulated environment, consider:**

- What equipment and facilities are required (and making sure everyone has access to them)
- Other participants required to create a similar environment to the workplace
- Creating a script/providing instructions for the participants not under assessment
- Providing instructions to the learner under assessment
- Health and safety considerations/training
- Preventing a biased situation for or against the learner, i.e. make it fair
- Reproducing the work sign-in process, e.g. time clocks or record of attendance
- Any workplace policies and procedures, or codes of conduct that you will need to obtain and replicate in practice
- Creating teams or groups of learners to work together, and assigning them specific roles
- How you will document the assessment process and results
- Methods of observation during the assessment.

## Validation

Validation is the process of ensuring assessments are designed to judge the required criteria, and that they are fair, valid and reliable, in terms of judging competency.

You should conduct internal and external validation to ensure the assessments are correct for the intended purpose. You should record these validation process as documents for presentation at audit.

The following is a validation checklist:

Area for validation	Yes	No
<b>Formative assessments (workbook Q&amp;A activities)</b> Do they allow you to collect satisfactory evidence of competency in all the relevant performance criteria?		
<b>Summative Assessment: Skills Activity</b> Does it adequately assess the Foundation Skills?		
<b>Summative Assessment: Knowledge Activity</b> Does it adequately assess the Knowledge Evidence?		
<b>Summative Assessment: Performance Activity</b> Does it adequately assess the Performance Evidence? Is it practically based?		
<b>Observation and Demonstration Checklists:</b> Does it allow you to collect sufficient evidence to the industry you have contextualised the resources to? Does it allow collection of reliable third party evidence?		

## Appendices

### TRAINING AND ASSESSMENT STRATEGY FOR

### *QUALIFICATION CODE AND TITLE*

RTO details	National provider number	<i>RTO TO COMPLETE</i>
	Name of RTO	<i>RTO TO COMPLETE</i>

Training package	Code	<i>RTO TO COMPLETE</i>	Version	<i>RTO TO COMPLETE</i>
	Title	<i>RTO TO COMPLETE</i>		
Qualification	National qualification code	<i>RTO TO COMPLETE</i>		
	Title	<i>RTO TO COMPLETE</i>		
	Packaging rules	Certificate packaging rules: <i>RTO TO COMPLETE</i>		
		Download package from: <i>RTO TO COMPLETE</i>		

Foundation skills (if applicable)	Industry/enterprise requirements for this qualification include:
<i>Skills are listed in this column</i>	➤ <i>Specific examples of these skills are listed in this column</i>

<b>Course packaging rules</b>	<p>To achieve this qualification, the candidate must demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• (X) units of competency: <ul style="list-style-type: none"> <li>• (Y) core units</li> <li>• (Z) elective units</li> </ul> </li> </ul>				
<b>Course structure</b>		<b>National code</b>	<b>Title</b>	<b>Core/Elective</b>	<b>Hours</b>
	1				<i>RTO TO FILL IN</i>
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	<b>Total course hours</b>				<i>RTO TO FILL IN</i>

<b>Course entry requirements</b>	<p><i>You will need to list the prerequisite requirements for students before then can undertake this qualification.</i></p>
<b>Target learner characteristics (if applicable)</b>	<p>This qualification targets learners who wish to obtain a qualification in <i>(qualification name)</i></p> <p>Target learners for this course include:</p> <p>List the types of learners suitable to do the qualification – for example:</p> <ul style="list-style-type: none"><li>• <i>Employers</i></li><li>• <i>Employees</i></li><li>• <i>Current full-time local students be 18 years or above</i></li><li>• <i>Anyone with Permanent Resident Status or Australian Citizenship</i></li><li>• <i>Unemployed persons</i></li></ul>



<b>Course outcomes</b>	<p><b>Academic outcomes</b></p> <ul style="list-style-type: none"> <li>Students who obtain a competent result for all (<i>write minimum amount of units and types, e.g. 4 cores and 6 electives</i>) will achieve a qualification in (<i>qualification code and name</i>).</li> </ul> <p><b>Licensing Outcomes</b></p> <p><i>E.g. There is no direct link between this 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.</i></p>
<b>Further pathways from this course</b>	<p>After achieving this qualification, candidates may undertake:</p> <ul style="list-style-type: none"> <li><i>List qualifications learners are now eligible to complete.</i></li> </ul>
<b>Course duration</b>	<p><b>RTO TO COMPLETE</b> - <i>This will depend on how long they have to complete, how often sessions take place, learner abilities and group size.</i></p>
<b>Delivery arrangement</b>	<p>This program is delivered entirely... <b>RTO TO COMPLETE</b> - <i>I.e. off/on the job, training venue, face to face, trainer led etc.</i></p> <p>Delivery of this course includes the following:</p> <ul style="list-style-type: none"> <li><i>List types of assessment and teaching methods required, for example:</i> <ul style="list-style-type: none"> <li><i>Practical demonstrations</i></li> <li><i>Group discussions/activities</i></li> <li><i>Group Work</i></li> <li><i>Group Discussions</i></li> <li><i>Scenarios/role plays</i></li> <li><i>Written assessments</i></li> </ul> </li> </ul>

<b>Attendance requirements</b>	Students are required to attend 100% of the course. Students who miss the course, or part of it, are required to attend the classes they missed at the next available opportunity. Students are required to make arrangements with administration staff at the RTO to attend their class(es) at the next available course/session.
<b>Course customisation and contextualisation</b>	<p><b>Course customisation</b></p> <p>The units of competency selected for this course are as stipulated by relevant Industry Skills Councils.</p> <p><b>Course contextualisation</b></p> <p>The activities and scenarios used in this course reflect <i>Name of qualification</i>.</p> <p>The activities and scenarios can be contextualised to suit individual needs, where appropriate.</p>
<b>Assessment arrangement</b>	<p><b>Formative assessment</b></p> <p>Formative assessment occurs throughout the course as instructor-assessed learning activities, delivered through the student workbooks.</p> <p><b>Summative assessment</b></p> <p>Candidates are required to complete all summative assessment activities (Skills and Knowledge and Major Activity).</p>
<b>Recognition of prior learning and credit transfer</b>	<i>Write details of any prior qualifications or work experience which may count towards part of the learner's qualification.</i>

### Summative Assessment Matrix

#### Assessment techniques or tools used to gather evidence

The following matrix identifies the evidence that will be collected to enable judgment to be made about students' competency in a unit.

The Assessments Package for the qualification provides more detail in regard to the assessment tools.

#### Training keys

*RTO TO COMPLETE – E.g. Face-to-face, online learning, research task etc.*

#### Assessment keys

*Instructor observes student completing the following assessments, as outlined in the Assessment Matrix of each individual unit. Note that not all units will contain all types of assessment listed below.*

- A. Observation/Third Party
- B. Group Activities
- C. Individual Activities
- D. Case studies/Scenarios
- E. Research Assignments
- F. Role Play
- G. Class Discussion



<b>Trainer/assessor requirements</b>	<p>Trainer and Assessor for this course meet the following requirements.</p> <ul style="list-style-type: none"> <li>• <i>List any prerequisite courses, qualifications or experience the trainer/assessor must complete in order to deliver the course to students</i></li> <li>• Demonstrate they are continuing to develop their VET knowledge and skills, as well as maintaining their industry currency and trainer/assessor competence.</li> </ul>					
<b>Consultation with industry</b>	<p><b>Industry representatives consulted, with regards to:</b></p> <ul style="list-style-type: none"> <li>• developing the training and assessment strategy</li> <li>• monitoring of the training and assessment strategy</li> <li>• developing and monitoring delivery and the assessment tasks.</li> <li>• continuously improving the delivery and assessment strategies</li> </ul> <p>RTO has conducted industry consultation through channels recorded below: <i>RTO TO COMPLETE</i></p>					
	<b>Organisation</b>	<b>Person</b>	<b>Date</b>	<b>Consultation Method</b>	<b>Purpose</b>	<b>Evidence</b>

**Moderation and validation of assessment****Validation**

*RTO to check and fill in relevant information.*

As per RTO policy and procedure assessment, validation is conducted annually with trainers and assessors.

All summative assessment material used for this course is stipulated and provided by RTO Materials. As an RTO, *(NAME OF RTO)* is not permitted to remove any part of RTO Materials-provided assessment. However, if through assessment validation, further assessment is required, *(NAME OF RTO)* will add more assessment tools.

**Moderation**

Moderation occurs through trainers and assessors meeting, to compare and analyse assessment results for trends and influencing factors; moderation then occurs based on this discussion.

<b>Resource requirements</b>	<b>Infrastructure requirements</b> (An 'x' indicates that the RTO has he required infrastructure) <i><b>RTO TO COMPLETE</b></i>		
		All staff – including full-time, part-time and casual staff involved in the delivery and assessment of this course – have direct access to the current version of the <i>Qualification code, name and version number</i> including the appropriate units of competency, assessment guidelines and qualification structure.	
		All staff, including full-time, part-time and casual staff involved in delivering the program, have access to trainer, assessor and candidate support materials for this course.	
		All assessors have access to print and electronic copies of the assessment tools that are used in this program.	
		The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures.	
		The RTO has reviewed the equipment and facility requirements for this unit of competency and guarantees that it has access to the plant and equipment needed to implement the program. For this program, this includes a classroom with a white board, projector, PC.	
	<b>Training and assessment resources</b>		
	<b>Particular</b>	<i><b>NAME OF QUALIFICATION</b></i>	<i><b>NAME OF RTO Assessment</b></i>
	<b>Training and assessment</b>  <i>Outline the type of assessment required, as related to each qualification.</i>		

Equipment or facilities	
Particular	<i>NAME OF RTO</i> assessment
Equipment and facilities required	
<i>Fill in the equipment required, as related to specific assessments.</i>	
Special needs	
<b>RTO TO CHECK</b>	
A language, literacy and numeracy instrument should be available for diagnostic use.	
If learners are unable to successfully meet the English literacy requirements, <b>NAME OF RTO</b> will assist learner with referrals to TAFE NSW or other suitable service providers, so that they may undertake additional training in English language and literacy. The learner may re-sit the literacy test with <b>NAME OF RTO</b> at any time and without any further cost.	
Student feedback	
<b>Student feedback is collected and analysed.</b>	
To assist with continuous improvement processes, students are given opportunities to provide feedback on course delivery and assessment instruments.	
Students are surveyed during induction, during the course for mandatory RTO reporting, and at the end of the course.	
Training and assessment strategy – monitoring and improvement	
<b>RTO TO CHECK</b>	
This strategy is monitored as part of <b>NAME OF RTO's</b> internal processes, or in response to a complaint. Revisions to this TAS are version controlled and significant improvements are entered into the improvements register.	



## Appendix 1: Trainer Matrix

Proposed delivery personnel						
National code of qualification, course or unit of competency	Trainer/assessor name	Trainer, assessor or both	Staff member of the RTO or another organisation	Training & assessment qualifications	Vocational qualifications & licenses	Vocational experience
<i>Code and name of qualification</i>						
<i>RTO to fill in</i>	<i>RTO to fill in</i>	<i>RTO to fill in</i>	<i>RTO to fill in</i>	<i>RTO to fill in</i>	<i>RTO to fill in</i>	<i>RTO to fill in</i>

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Sign and date	
Compiled by:	RTO Materials
Approved and adapted by:	<i>RTO Name/Lead Assessor</i> <i>Job title/role:</i>
Signature	Date / /