



Training and Assessment Strategy

52891WA – Course in Early Career Discovery

RTO name	
RTO code	
Accredited course	
Learner group	
Date implemented	

The *Training and Assessment Strategy* (TAS) and practice are the approach of, and method adopted by, a registered training organisation (RTO) with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

NOTE: This TAS template is a draft working document provided to assist RTOs to deliver the accredited course. However, RTOs are required to assess its suitability for their business and tailor as appropriate, to meet their internal business requirements.

The RTO retains full responsibility for ensuring any TAS used within their organisation meets their requirements and obligations under the *Standards for Registered Training Organisations 2015* (Standards for RTOs) and that of the relevant VET regulator.

Version control			
Version	Date	By whom	Brief description

Contents

1. Qualification overview	4
1.1 Identifying information	4
1.2 Accredited course packing rules	4
1.3 Units of competency	4
1.4 Learners and clients	5
1.5 Duration and amount of training	5
2. Course delivery	5
2.1 Environment and location	5
2.1.1 Work placement	5
2.1.2 Part-time work or workplace learning	5
2.1.3 Community service	5
2.1.4 Absenteeism	5
2.1.5 Cohort	5
2.2 Mode of delivery	6
2.3 Pathways	6
2.3.1 Study pathways	6
2.3.2 Employment pathways	6
2.4 Entry requirements	6
2.5 Foundation skills	6
2.6 Recognition processes	6
2.6.1 Recognition of Prior Learning (RPL)	6
2.6.2 Credit Transfer (CT)	7
2.7 Educational and support services	7
2.7.1 Support for learners	7
2.7.2 Other support	7
2.7.3 Students at risk	7
2.8 Physical resources	8
2.9 Learning resources	8
3. Course structure and delivery plan	8
4. Assessment	8
4.1 Assessment resources	8
4.2 Assessment methods	8
4.2.1 Method legend	9
4.3 Assessment matrix	9
5. Staff matrix – Trainers and assessors	9

6. Validation	9
6.1 Validation of judgement	10
6.2 Assessment feedback	10
6.3 AVETMISS	10
6.4 Transition arrangements	10
7. Industry engagement	10
8. School acknowledgment	11
9. Review and evaluation of TAS	11

1 Qualification overview

1.1 Identifying information

This section states the information identifying the registered training organisation (RTO) and the training products, as well as the person authorising the use of the strategy document.

RTO name			
RTO code			
Training package code			
Training package title			
Version (release) of training package		Status	Current
			Superseded
Link to accredited course	training.gov.au/Training/Details/52891WA 		
Accredited course code			
Accredited course title			
Delivery period			
Contact person			
Contact details			
Authorised by			

1.2 Accredited course packing rules

Based on information available from training.gov.au  the following packaging rules apply for completion of this accredited course.

Total number of units	1
Number of core units	1
Number of elective units	0
Other notes (imported units, levels of units etc)	Nil

1.3 Units of competency

Consistent with the accredited course packaging rules, the units listed below will be delivered for this accredited course. The code and title of each unit are provided as well as an indication of core or elective.

Code	Title	Core	Elec
ECDUCD001	Undertake early career discovery		

1.4 Learners and clients

The 52891WA – *Course in Early Career Discovery* provides Year 9 students with early exposure to career options and pathways and assists them to make more informed decisions regarding their subject selections for Years 11 and 12 and post-secondary schooling options.

Completion of the course will enable students to make more informed and realistic decisions about future pathways by focusing on three key areas:

1. self-awareness and discovery of career interests;
2. an exploration of pathways to contemporary and emerging skills and careers; and
3. identification and use of career planning tools and activities.

1.5 Duration and amount of training

The volume of learning for this accredited course is six hours. As a component of this, the amount of training provided in this instance of course delivery is six hours, comprising of:

- » 5.5 hours of supervised instruction
- » 0.5 hours induction

2 Course delivery

2.1 Environment and location

The environment where the accredited course is delivered will primarily be within an institutional setting. Students may however undertake experiential activities (under supervision) within simulated or actual industry or work environments.

2.1.1 Work placement

Not applicable

2.1.2 Part-time work or workplace learning

Not applicable

2.1.3 Community service

Not applicable

2.1.4 Absenteeism

Six hours minimum training and subsequent assessment is a requirement to achieve a competent outcome.

2.1.5 Cohort

Year 9 secondary school students.

2.2 Mode of delivery

The 52891WA – *Course in Early Career Discovery* may be delivered using delivery modes, which include but are not limited to:

- » face to face;
- » e-learning, including online or distant learning;
- » self-paced;
- » project based; or
- » a combination of delivery modes.

The delivery modes utilised by the trainer will be chosen to meet the needs of the specific learner cohorts and customised to ensure that learners are engaged and supported to complete the course.

2.3 Pathways

2.3.1 Study pathways

There are no formal arrangements for articulation to other VET or the higher education courses upon completion of this course. However, the accredited course aims to provide Year 9 students with early exposure to career options and pathways, so will inform a range of study pathways in Year 11 and 12, and post-secondary schooling options.

Note: The RTO may not offer all qualifications in possible pathways.

2.3.2 Employment pathways

Not applicable.

2.4 Entry requirements

There are no prerequisites for the accredited course however, the expected LLN level of ACSF level 1 must be acknowledged as the suggested benchmark to enable students to gain the maximum benefit this course has to offer.

2.5 Foundation skills

Foundation skills essential to performance are explicit in the performance criteria of the unit of competency undertaken whilst completing this course.

2.6 Recognition processes

It is not expected that learners will hold the required skills and knowledge to be potentially recognised for a prior recognition process to occur. Schools are to approach the RTO to discuss any potential individual learner's ability for consideration before commencing the accredited course.

2.6.1 Recognition of Prior Learning (RPL)

A learner is able to apply for RPL for the accredited course if learning and skills can be demonstrated. In order to demonstrate industry relevance and industry currency, the RTO will seek evidence regarding an individual's skills including, but not limited to, the following:

- » observations;
- » questioning;
- » portfolio review;
- » participation in activities/scenarios; and
- » third party endorsements, documents, testimonials or further relevant evidence.

The learner will be advised of the process prior to undertaking the RPL.

2.6.2 Credit Transfer (CT)

This accredited course consists of one unit of competency therefore a credit transfer is not applicable.

2.7 Educational and support services

In accordance with the Standards for RTOs at a minimum, support should include:

- » identifying particular requirements learners would need to complete the course (such as literacy, numeracy, English language, or physical capabilities); and
- » developing strategies to make support available where gaps are identified.

This may include, but not limited to, providing:

- » language, literacy and numeracy (LLN) support;
- » assistive technology;
- » additional tutorials; and/or
- » other mechanisms, such as assistance in using technology for online delivery components.

2.7.1 Support for learners

The following support shall be offered to all learners:

- » Learning will be conducted in various classroom, workshop and tutorial settings.
- » Learners who have been identified with learning difficulties through pre-course testing (NAPLAN and other means administered by the School's Learning Support Centres) shall have an IEP or equivalent lodged to support the learner. The trainer and support staff shall assist the learner without diluting the accomplishment.
- » Physical capacity will be identified by the trainer and the RTO informed. Students who may have a physical capacity which is not compatible with the training requirements will be counselled.
- » Students may have an option to undertake the accredited course despite a physical or learning disability/difficulty being identified, however, all parties will discuss options available to them. The RTO is committed to inclusive learning and will make any reasonable adjustment to assist the learner, which does not diminish the requirements of the accredited course.

2.7.2 Other support

Students who have been identified as requiring extra support or 'at risk' of non-completion shall be monitored accordingly by the trainer, and if necessary, this is referred to the RTO for further follow up and assistance.

2.7.3 Students at risk

The following processes will be applied for students considered to be at risk:

- » periodic monitoring by trainer and VET coordinator (school based);
- » communication home as required by the school;
- » individual (one on one) tutorials if required (school); and
- » remedial course work (e.g. LLN redial programs).

2.8 Physical resources

All staff involved in the delivery and assessment of this accredited course must have access to:

- » the current version of the unit of competency and assessment requirements;
- » appropriate support materials relevant to their areas of delivery and assessment;
- » the latest copy of the assessment tools used for this program;
- » training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process; and
- » equipment and facilities to meet the requirements of the unit of competency and successfully implement the program (further information provided below).

Specifically, the following physical resources are required for the delivery and assessment of the accredited course:

- » online learning management system or printed versions of all relevant learning materials;
- » classroom facilities; and
- » access to relevant workplace resources, tools and equipment.

2.9 Learning resources

The following learning resources will be available to ensure learners are able to develop the required skills and knowledge required prior to assessment:

- » learner workbook;
- » Lesson slides; and
- » myfuture website – electronic copies available in the online course and also available in hard copy for students with limited internet access.

3 Course structure and delivery plan

The unit of competency will be available to be delivered as stand-alone unit. For a detailed description of the unit and an overview of delivery, please refer to the *Delivery and Assessment Plan* (DAP) for this accredited course. Any changes to the TAS will also need to be reflected in the DAP, and the learners notified of the changes.

4 Assessment

4.1 Assessment resources

The RTO will provide the assessment tools to the partner school. These have been included within the learning resources and or clearly labelled as such. All student assessments are to be retained for a period of no less than 12 months from the date of final assessment outcome. Students are to receive a copy of the DAP during their induction and will acknowledge this in the induction sign off.

4.2 Assessment methods

The following table provides a general overview of the assessment methods that will be used to assess the unit of competency. A range of assessment methods are outlined in the table below to gather sufficient evidence, in a range of contexts, to meet the requirements of the accredited course and make a decision regarding competence.

4.2.1 Method legend

Examples of assessment methods may include, but are not limited to, observation of performance, questioning, workbooks, practical tasks, simulation, interviews etc. A trainer may, if required, compliment assessment with the inclusion of other assessment resources. This may also be done to supplement other types of assessment to allow for reasonable adjustment. The substitution can only be undertaken with knowledge of the RTO. Requirements of the unit must be adhered to.

The assessment methods which may be used for this accredited course and target group are as follows:

A	Questioning (oral or written)
B	Direct observation (practical)
C	Structured tasks (simulations, case studies, tasks)
D	Other: Portfolio = PF

4.3 Assessment matrix

Unit Code	Unit Title	A	B	C	D
ECDUCD001	Undertake early career discovery	✓	✓	✓	✓

Please note any adjustments that may be required to cater for different learner requirements. Reasonable adjustment can be considered upon trainer review of learning difficulties or disability identified or stated by the student. This may include supportive technology or tools to assist physical ability. These must not compromise the requirements of the unit of competency.

A reminder that any changes to the TAS will also need to be reflected in the DAP and the learners notified of the changes.

5 Staff matrix – Trainers and assessors

Where the course is being delivered through the accredited pathway in partnership (auspiced arrangement) with an RTO, the school must provide a teacher who:

- » holds the training and assessment credential specified in Item 6 of Schedule 1 of the Standards for RTOs;
- » has vocational competencies at least to the level being delivered and assessed; and
- » has current industry skills directly relevant to the training and assessment being provided.

The RTO is to retain all partnership teacher/trainer and assessor credentials, which must undergo a verification process and be completed before training and assessment can commence.

6 Validation

The RTO will include the unit of competency ECDUCD001 *Undertake early career discovery*, in their validation schedule. The unit shall be validated by the RTO in accordance with the Standards for RTOs in particular Clauses 1.9–1.11.

Where changes are prominent and will affect the learner outcomes, updates will be applied as soon as practicable and the delivering school and trainers notified of the changes in writing by the RTO.

6.1 Validation of judgement

The RTO is responsible for conducting Validation of Assessment Judgements. A validation of judgement will be undertaken involving the RTO representative, school VET coordinator and school-based trainer.

6.2 Assessment feedback

Feedback and input from trainers/assessors, students and other stakeholders will be sought, analysed, and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials in the validation of judgement processes.

Feedback may be sought through the following process in the form of:

- » student surveys;
- » site visits; and
- » validations.

6.3 AVETMISS

Learner engagement and employer (school partnership) satisfaction quality indicator data will be collected by 30 June each year.

The AVETMISS data will be submitted annually to NCVET and TAC, whether any training was conducted or not.

6.4 Transition arrangements

When there is a change to the accredited course that impacts on this TAS, the RTO will notify all affected staff and schools as soon as possible.

The RTO complies with Clauses 1.26 and 1.27 of the Standards for RTOs. When there are major changes to the accredited course, the RTO will review the changes made and create a plan to transition to the new accredited course requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the RTO.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au (TGA) for superseded accredited courses and two years for deleted training products (except skill sets and units of competency which are 12 months), unless otherwise directed by TGA.

7 Industry engagement

The RTO implements a range of industry engagement strategies, ensuring industry relevance of the training and assessment strategies, practices, resources and current industry skills of trainers and assessors.

When conducting validation, the RTO shall endeavor to involve industry to gain feedback on subjects covered within all material.

The RTO will also follow recommendations offered via the TAC *Fact Sheet on Industry Engagement*. These recommendations will be used to educate staff and trainers through required reading and ongoing PD.

The RTO will develop and maintain industry consultation to remain current. This information will be imparted to trainers within partner schools, where appropriate.

8 School acknowledgment

The school has reviewed and provided the necessary information in the TAS. The school agrees that there will be no deviation from the unit of competency as outlined in this TAS.

School VET coordinator			
School VET coordinator signature		Date	

School VET trainer			
School VET trainer signature		Date	

9 Review and evaluation of TAS

Next review and evaluation date			
Person responsible for conducting the review and evaluation of relevant data			

RTO representative			
RTO representative signature		Date	