

Training and Assessment Strategy Policy

Vocational Education



Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy applies to all Kaplan Professional staff involved in the design, development and delivery of education and training products and services for students and clients, including contractors providing those training and assessment services on our behalf. The document also serves as a point of reference for all Kaplan Professional Registered Training Organisation (RTO) staff.

Purpose

The purpose of this policy is to:

- outline the strategies, systems and practices adopted by Kaplan Professional in the design, development and delivery of nationally accredited training and assessment.
- provide training and assessment that meets the requirements of the relevant Training Package or VET accredited course, and the Outcome Standards for Registered Training Organisations 2025.
- provide training that is well-structured, supportive and leads to meaningful skill development.
- provide training and assessment that meets current industry needs and expectations through regular industry consultation.
- provide students and clients with consistent quality training and assessment experiences and achieve the outcomes of the training product in which they are enrolled.

Policy Statement

The Training and Assessment Strategy (TAS) is the overarching quality document which guides the design, development and delivery of all VET training undertaken by Kaplan Professional. A TAS is required for each Training Product, and its variations, delivered by Kaplan Professional. Systems and processes for a Training Product must align with the TAS for the Training Product.

Kaplan Professional is committed to the systematic development, implementation and monitoring of each TAS in accordance with the requirements of the relevant training package or VET accredited course, and Outcome Standards for RTOs 2025. Kaplan Professional is also committed to developing each TAS to enable each student to meet the requirements of each unit of competency in which they are enrolled, and overall qualification or VET accredited course requirements.

Definitions

Accredited course	a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF Statement of Attainment.
Amount of Training	the formal learning activities provided to a student. The amount of training is the time required for a student to develop skills and knowledge to an industry standard as required in a Training Product or VET accredited course.
AQF	Australian Qualifications Framework
Assessment	the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
Competency based training	the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Credit Transfer (CT)	the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module



Feedback	input into continuous improvement mechanisms for training products from students, staff, trainers and assessors, industry, regulators and employers.
Fit for Purpose	confirmation that a training product, service, process, or system meets the requirements and expectations for its intended use. For Kaplan Professional. Fit for Purpose reviews include pre-validation and quality review activities.
Jobs and Skills Council (JSC)	an industry-owned and industry-led organisation responsible for identifying workforce needs and developing and maintaining VET training products for its industry sectors. The Financial Services (FNS) and Business Services (BSB) Training Packages are developed by the Future Skills Organisation which researches changes in finance, technology and business industry requirements.
Mode of delivery	the method adopted by an RTO to deliver training and assessment, including online, distance, or blended methods.
Recognition of Prior Learning (RPL)	an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the Training Package or VET accredited courses.
Standards for RTOs 2025	Means the standards made under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011 (Cth). From 1 July 2025 the following three parts will be required by all VET providers: • Outcome Standards for RTOs 2025 • Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025 • Credential Policy.
Training and Assessment Strategy	the approach and method adopted by an RTO with respect to Training and Assessment designed to enable students to meet the requirements of the Training Package or VET accredited course.
Training Product	an AQF qualification, skill set, unit of competency, accredited short course and module.
Validation	a review of the assessment system to verify that assessment tools are consistent with the Training Product, the Standards for RTOs 2025, and that assessment judgements produce consistent outcomes.
Volume of Learning (VoL)	how long a student would normally take to develop all the required skills and knowledge at that qualification level. VoL includes all teaching, learning and Assessment activities to achieve the learning outcomes

Training and Assessment Strategy (TAS) Framework

Components of a Training and Assessment Strategy

In developing each TAS, Kaplan Professional will use the guidance provided in the relevant training package, any related implementation guides, and the requirements of the Outcome Standards for RTOs 2025. These include, but are not limited to, the following:

- Qualification packaging rules
- Course rationale
- Characteristics and needs of students, including any special needs
- Core and elective units to be included in the course
- Entry requirements, prerequisites or assumed knowledge

- Requirements of industry consultation
- Evidence of the application of feedback from a variety of sources
- Mode of delivery
- Rationale for amount of training required for the AQF as outlined in the AQF VoL requirements
- Application of principles of assessment and rules of evidence
- Educational and student support services
- Duration and scheduling delivery plan
- Assessment strategy, methods and schedule
- Resource requirements – physical, learning, assessment and human
- Trainer and assessor qualifications, experience, and currency
- Strategies for RPL, CT and Assessment only pathways.

Students may enrol at any time so there is usually one cohort for a qualification, skill set or VE course and requires one TAS for the life cycle of the training product version. However, if there is a customised version for a corporate client and there are significant changes from the retail version, then a separate TAS will be developed or the training product.

Feedback in the continuous improvement quality cycle

Stakeholders are encouraged and supported to provide feedback. Where reasonably practicable, Kaplan Professional will use relevant feedback to continuously improve its systems, processes, training, and assessment. Relevant feedback is documented in the TAS and may be obtained from:

Feedback input	Examples
Students	Kaplan Professional surveys, VE Quality Indicators Survey, VE Student Outcomes Survey,
Staff	Internal cases such as complaints, Self-Assurance activity, Ask Your Tutor discussion forums
Contracted staff (practitioners)	Trainers and assessors
Industry	Validations, Fit for Purpose reviews, pre-validations and quality reviews, industry consultations
Regulators	Audit activity, complaints
Employers of current or former students	VE Quality Indicators, industry consultations

The TAS reflects how feedback has been applied to enhance training and assessment during course development. It completes the continuous improvement cycle in the *Continuous Improvement Policy*.

Engagement in training

Kaplan Professional will include a variety of strategies for the engagement of students that are relevant to the cohort and requirements of industry, as required in the Outcome Standards for RTOs 2025 1.1.

- Training is broken into a meaningful structure to allow students to practice and demonstrate their skills and knowledge as required in the training product on training.gov.au
- The online study plan is paced at the level of students who are not working in the relevant industry to include time for:
 - Learning (online content, Live Tutor sessions)
 - Practice (practice exams, review questions) and
 - Feedback (Ask Your Tutor Forums, Live Tutor sessions).
- Online delivery techniques and resources are the preferred delivery mode of students and corporate clients because students may engage in their studies anywhere, anytime.

- The Academic Content Development team use training and spot checks with trainers, tutors and assessors so that they provide engaging feedback to students.
- Engagement is tracked by student surveys and the 'At-Risk' process that tracks student progression through to completion.
- Kaplan Professional subjects do not include work placements.

Engagement in industry consultation

Kaplan Professional will ensure that TAS's and their associated practices, are relevant to, and meet the needs of, industry. Industry consultation is required in the Outcome Standards for RTOs 2025 1.2.

Kaplan Professional identifies relevant members of the industry and employer community to engage by using its:

- network of clients and industry associations contacts
- contracted trainers and assessors
- internal subject matter experts.

Templates for a various of industry engagement opportunities such as workshops, small gatherings or individual conversations will be used. Industry feedback may be gathered face-to-face, by Zoom meetings, phone calls, attendance at industry forums, and industry research from Jobs and Skills Councils (JSC).

Kaplan Professional will actively seek industry engagement on all aspects of TAS development, including, but not limited to, the following:

- The AQF qualification, VET accredited course, AQF skill set or a Kaplan Professional course with units of competency that best meets the skill and knowledge needs of industry.
- Selection of the most relevant elective units of competency, where applicable.
- Specific industry needs to ensure current industry practices are used to prepare students for real-world work.
- The skills, knowledge, experience and currency requirements of trainers and assessors.
- Resources required for effective and relevant Training and Assessment.

Industry feedback will also form part of the TAS review process and Kaplan Professional's continuous improvement process, as will the ongoing monitoring of industry needs.

All industry contributions to the development, monitoring and amendment of TASs will be retained as evidence of consultation.

System and process alignment with the TAS

Kaplan Professional reviews the alignment of systems and processes for each training product with its corresponding TAS:

- The *Marketing and Advertising Policy* describes a quality assurance process to check that marketing collateral aligns with the TAS so that students and clients have consistent and accurate information.
- The Fit for Purpose process includes a review of alignment of the website and marketing collateral with the TAS and with the Outcomes Standards for RTOs.
- The Self-Assurance Calendar and spot checks are used to check alignment with the Outcome Standards for RTOs 2025.

Guiding procedures

TAS monitoring and review

Kaplan Professional will monitor training packages and VET accredited courses for transitions and revise the TAS as required. Where a training package change means that a qualification is superseded or replaced, a new TAS will be required and a plan to transition any current students must be developed. Even when a qualification in a new training package is equivalent to the previous qualification, a new TAS will be required if there are changes in the units of competency.



When developing new and revised TAS documents, Academic staff must use the current version of the TAS template to ensure consistency across TAS documents.

In the section on *Characteristics and needs of students* in the TAS, it should identify any common needs for the cohort such as well-being needs, disadvantaged equity groups and learning needs, and how they will be addressed.

Kaplan Professional will review all TAS documents on a regular basis as part of its continuous improvement process and ensure that industry representatives, trainers, assessors, and other stakeholders participate in the review process.

All TAS changes and proposed changes will be documented, and the TAS revised as required.

Kaplan Professional will develop implementation plans for each revised TAS and ensure that only the latest version of the TAS is used and referenced.

Updated TAS documents are implemented as per Kaplan Professional's training product review cycle. Refer to the Kaplan Professional *Training Product Transition Policy*.

Record Keeping

Kaplan Professional retains versions of TAS documents so that they are available for:

- internal audit or regulatory requests
- queries about current and previous training product versions and transitions to be answered.
- trainers and assessors (contracted practitioners).

Relevant Legislation

As a registered training organisation (RTO), Kaplan operates under strict legislation and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below.

- Australian Qualifications Framework (AQF)
- National Vocational Education and Training Regulator Act 2011
- Standards for RTOs 2025

Related Policies

This policy should be read in conjunction with the following Kaplan policies and documents:

- Access and Equity Policy
- Assessment Policy
- Assessment Validation and Fit for Purpose Policy
- Continuous Improvement Policy
- Governance Policy
- Learning Facilities and Resources Policy
- Privacy Policy
- Training Product Transition Policy.



Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this Policy.

Policy Category	Academic			
Responsible Officers	Head of Academic Content Development			
Implementation Officers	Manager, Academic Content, Senior Manager, Compliance and Governance			
Review Date	June 2028			
Approved by				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.0	Head of Learning & Delivery	General Revision. Provide new TAS template.	27.8.2016	3.8.2018
3.0	Quality Regulation and Standards team	Revision including the new policy template. Separated the TAS template into a separate procedural document.	17.02.2022	28.02.2022
4.0	Quality Regulations and Standards team	Updated with Standards for RTOs 2025	13.06.2025	14.7.2025
4.1	Quality Regulation and Standards team	Alignment with restructure. Minor formatting updates.	N/A	25.09.2026