



Kaplan Professional 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 and practices adopted by Kaplan Professional in the design, development and delivery of nationally accredited training and assessment. The policy is intended to ensure that the training and assessment provided meets the requirements of the relevant training package or accredited course, and the Standards for Registered Training Organisations 2015. The policy is also intended to ensure students and clients receive 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 document which guides the design, development and delivery of all accredited training undertaken by RTOs. A TAS is required for each training product and variation of a training product delivered by an RTO.

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 accredited course, and RTO Standards 2015. Kaplan Professional is also committed to developing each TAS so as to enable each student to meet the requirements of each unit of competency in which they are enrolled, and overall qualification or accredited course requirements.

Kaplan Professional will undertake effective consultation with industry stakeholders to ensure that each TAS developed meets the needs of industry:

- as a whole,
- for particular enterprises, if applicable
- student cohorts.

Definitions

The following terms and definitions are applicable to this policy. The definitions are adapted from <https://www.asqa.gov.au/standards/appendices/glossary>, <https://www.asqa.gov.au/standards> and the ASQA Fact Sheet on Amount of Training.

Accredited short course	means 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	enables a student to meet the requirements of each training product, and gain the skills and knowledge specified in the relevant training product. The amount of training is the formal learning activities provided to a student which may include classes, lectures, tutorials, online or self-paced study, as well as workplace learning.
Australian Qualifications Framework (AQF)	means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for vocational education and higher education.



Assessment	means 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.
Assessment validation	is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and recommending improvements to the assessment tool, process and/or outcomes and acting on the recommendations.
Competency based training	means 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.
Mode of delivery	means the method adopted to deliver training and assessment, including online, distance, or blended methods.
Recognition of Prior Learning (RPL)	means 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.
RTO Standards 2015 and Users' Guide	The Standards for Registered Training Organisations (RTOs) 2015 (the Standards) set out the requirements for an organisation to be registered as a training provider. The Users' Guide aims to help RTOs make sure their practices deliver a quality experience for every student at each stage of their 'journey' through the VET system.
Third party	means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
Training	is the process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.
Training and Assessment Strategy	are the approach and method of an RTO to training and assessment designed to enable students to meet the requirements of the training package or accredited course.
Training package	The endorsed components of a Training Package are units of competency, assessment requirements (associated with each unit of competency), qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on implementation.
Training product	means AQF qualification, skill set, unit of competency, accredited short course and module.
Volume of learning	The AQF volume of learning of a qualification describes how long a student, who does not hold any competencies identified in the qualification, would normally take to develop all the required skills and knowledge at that qualification level. Volume of learning includes all teaching, learning and assessment activities to achieve the learning outcomes



Policy Principles

Industry consultation

Kaplan Professional will ensure that training and assessment strategies, and training and assessment practices, are relevant to, and meet the needs of, industry. Industry consultation is required in the RTO Standards 2015 (1.5, 1.6).

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

- The qualification, accredited course or skill set that best meets the skill and knowledge needs of industry.
- Selection of the most relevant elective units of competency, where applicable.
- Specific industry needs and considerations.
- 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.

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 RTO Standards 2015. 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 (as discussed above).
- Evidence of the use of feedback from a variety of sources (RTO Standards 2015 2.2) such as average completion data and resubmission rates, students, clients, internal staff, assessment validation, complaints and appeals
- Mode of delivery
- Rationale for Amount of training required for the AQF as outlined in the AQF Volume of Learning requirements (RTO Standards 2015 1.1 – 1.4)
- 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 recognition of prior learning, credit transfer and assessment only pathways.

The Kaplan Professional TAS Template is a procedural document that includes, at a minimum, the components of the TAS in this section.



Also refer to the Users' Guide – Standards for Registered Training Organisations (RTOs) 2015 (1.1- 1.4) for minimum TAS requirements.

Guiding procedures

TAS monitoring and review

Kaplan Professional will monitor training packages and accredited courses for changes and revise the TAS, as required.

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

In addition, Kaplan Professional will review all TASs on a regular basis as part of its continuous improvement process.

Kaplan Professional will ensure that industry representatives, trainers, assessors, and other stakeholders are involved in the review process.

All TAS changes and proposed changes will be documented, and the TAS revised as required. If no changes are required, this will also be documented.

Kaplan Professional will develop implementation plans for each revised TAS.

Kaplan Professional will ensure that only the latest version of the TAS is used and referenced.

Where the extent of 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 as there may be changes in the units of competency.

Updated TASs are implemented as per Kaplan Professional's Teaching and Learning Subject Review Cycle.

Refer to the Kaplan Professional Training Product Transition Policy.

Training and Assessment Strategy (TAS) records

Kaplan Professional retains versions of Training and Assessment Strategies so that:

- they are available for any internal audit or regulatory requests
- queries about current and previous training product versions and transitions may be answered.
- they are available for distribution to trainers and assessors (external practitioners) if required.

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)
- Standards for Registered Training Organisations 2015 v 3.0– Clauses 1.1 – 1.6, 1.13 – 1.16 and 2.2.

Related Policies

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

- Diversity Inclusion and Equity Policy
- Assessment Policy
- Continuous Improvement Policy
- Learning Facilities and Resources 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	General Manage, Teaching and Learning			
Implementation Officers	Senior Manager, Teaching and Learning Programs			
Review Date	Feb 2025			
Approved by				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Head of Learning	New procedures	31.3.2016	1.4.2016
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