

TRAINING AND ASSESMENT STRATEGIES (TAS)

1. PURPOSE

- 1.1. This Policy provides guidance to International Child Care College Pty Ltd (**ICCC**) students and stakeholders regarding the development, implementation, and continuous improvement of the TAS.

2. SCOPE

- 2.1. In this Policy, “**Company**” or “**ICCC**” refers to International Child Care College Pty Ltd.
- 2.2. This Policy applies to all qualifications delivered by ICCC and includes the comprehensive TAS outlining the plan by which our training and assessment is delivered.

3. DEFINITIONS

- 3.1. **Training and Assessment Strategy (TAS):** A document outlining the plan for delivering training and assessment for a qualification.
- 3.2. **Units of Competence (UoC):** The individual units that comprise a training program, including core and elective units.
- 3.3. **Trainers and Assessors:** Individuals responsible for delivering training and conducting assessments, holding relevant qualifications and industry experience.



4. DEVELOPMENT OF TAS

- 4.1. The TAS provides the following information:
 - **Title and Context:** Identifies the training program title, industry Training Package, and RTO name.

- **Units of Competence:** Clearly identifies the units of competence which comprise the training program, also showing which units are core and which units are elective.
- **Description of the Target Learners:** The type of students likely to be participating in training.
- **Duration:** The expected duration of the training program.
- **Delivery Methods:** The delivery methods selected for use during training clearly identified.
- **Sequencing:** The order of UoC's where required.

5. ASSESSMENT STRATEGY

5.1. The assessment strategy defines how evidence will be gathered from students and demonstrates how this assessment meets the Training Package requirements, the rules of evidence, and is conducted in accordance with the principles of assessment.

- Evidence is gathered over time involving a number of assessments rather than on one assessment occasion.
- Evidence is gathered in the holistic performance of workplace tasks, not on isolated performance which does not realistically reflect the way tasks are performed in the workplace.
- Evidence is gathered based on the candidate's own performance in a real or a simulated workplace.
- Evidence is gathered using a range of assessment methods to allow for differences in candidate learning styles and learning needs which may include:

5.2. Assessment mapping identifies the evidence that must be collected to meet the requirements of each unit of competence.

6. ROLE OF LEARNERS IN THE ASSESSMENT PROCESS

6.1. Learners:

- Must provide evidence of specific theoretical knowledge and the application of this knowledge to workplace practice.
- Must also demonstrate evidence of factual, procedural, and technical knowledge as it relates to the workplace.
- Must demonstrate the ability to work with a degree of autonomy in a structured environment.
- Will be assessed by gathering evidence of skills and knowledge throughout the duration of the training period.
- Will be provided with written feedback to support skills and knowledge development.

7. MONITORING AND IMPROVING TAS

7.1. ICCC monitor and update training and assessment strategies to remain current and support effective training approaches.

7.2. Evaluation strategies may include

- Validation to ensure that assessment strategies, resources, and tools are continuously improved and meeting the needs of industry.
- Surveying students and employers about their satisfaction with training and relevance of training in meeting industry needs.
- Moderation between trainers to seek out and agree on strategies to improve the services to students.
- Internal auditing by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies.
- Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements.

8. COMPLIANCE

- 8.1. ICCC seeks and encourages the commitment of all employees regarding this Policy and is dedicated to ensuring that all employees are aware of and understand all elements of this Policy, and any associated policies and procedures.

9. REVISION HISTORY

Rev	Date	Revision Description	Name
V1	7/06/2016	Initial Policy	ICCC HR
V2	4/01/2025	Review and updated align with revised standards	HR