

**What is a Training and Assessment Strategy?**

A training and assessment strategy provides a framework for the organisation of training and assessment of qualifications and accredited courses in the vocational education and training sector. Courses offered in this sector include:

* Qualifications from National Training Packages
* Traineeship and apprenticeship qualifications (including pre-vocational qualifications)
* Accredited courses (owned by individuals)

While templates exist for these strategies there is no right or wrong way to design them. The training and assessment strategy will vary depending on whether you program aligns to a full qualification or a skills cluster (group of units of competency).

Training Package qualifications already have units of competency that define the outcomes to be achieved by learners and it is your responsibility to interpret these into a structured formal approach to achieving the learning outcomes in a quality process.

Traineeships and apprenticeships are the same. However, extra information needs to be included above and beyond the training and assessment role and may include industry regulation and licensing requirements to be observed as part of the training.

A course on the other hand requires the designer of the strategy to define the outcomes required by working with the client to specify particular workplace competency requirements.

You may want to use the strategy as a project planning tool for a one-off program for an enterprise. In this case it could include details of project milestones and timelines and sub projects such as resource development.

Or you might want the strategy to be a communication tool which summarises the process, personnel, version control procedures and validation activities for a program that is run regularly for full time students, off the job. It can be useful to think of it as a document to explain the program to a new trainer.

Typically a training and assessment strategy includes sections drawn from the following:

* The qualification code and name
* Program name, if different from qualification name
* Program aims and outcomes
* The characteristics of client or target group
* Purpose of the training and assessment
* Relevant units of competency (core and elective)
* Duration of the program
* Any specific entry requirements (may include age, pre and/or co-requisites)
* Summary of the rules for packaging units (for a qualification)
* Learning and assessment pathways
* Structure and sequence of the learning and assessment
* Modes, methodologies and materials to be used for training and assessment
* Who is qualified to provide training and assessment in the program
* Mapping of trainer and assessor vocational experience to units of competency in the program
* Other resource requirements
* Language literacy and numeracy considerations for entry into and completion of the program
* Where learners may enter and exit the program
* Processes for validation and moderation of the quality of the training and assessment
* How industry consultation has been used in development of the training and assessment strategy
* Mapping of the units of competency to the assessment tools.