Introduction to This Guide

As a registered training organisation (RTO), you have made the decision to purchase Australian Training Products’ resources as part of your Training and Assessment Strategy (TAS).

Our resources have been developed to support your RTO's delivery strategy and to address the assessment requirements for each unit of competency.

As an RTO, you would use our resources as part of a wider learning experience and while the assessments have been developed to meet all the unit requirements, they must be contextualised to accommodate the individual needs of your learners and to ensure they align with your TAS.

To support you in the implementation of our resources, Australian Training Products has developed this Implementation Guide for RTOs, which you will need to read before you can start using our resources.

Once you have read through this guide, you will have a clear understanding of how to use our products, your responsibilities as an RTO, and the support we provide for you.

This guide contains three sections:

- **Your RTO Responsibilities**: Best Practice Guidance – *essential reading*
- **How to Use Australian Training Products’ Resources**: Implementation Guidance
- **Australian Training Products’ Support Services**: RTO Development and Compliance Support Services
All registered training organisations (RTOs) who deliver training and assessment across jurisdictions in Australia are responsible for ensuring they fully comply with the Standards for Registered Training Organisations (RTOs) 2015 as a condition of their registration.

These Standards are enabled by the National Vocational Education and Training Regulator Act 2011, which aims to:

- provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach
- promote quality, flexibility and innovation in VET
- promote Australia’s reputation for VET locally and overseas
- promote a VET system that meets Australia’s social and economic needs
- protect learners undertaking or proposing to undertake VET in Australia
- ensure access to accurate information regarding the quality of VET.

Before embarking on the delivery of a qualification, unit of competency, accredited course or skill set, your RTO must be familiar with the Standards required within the jurisdiction of your operation.

For all states or territories other than Western Australia and Victoria, the regulator is Australian Skills Quality Authority (ASQA) and RTOs must comply with the national Standards for RTOs 2015. RTOs that are exclusively delivering in Western Australia are regulated by the Training Accreditation Council (TAC). RTOs that are exclusively delivering in Victoria are regulated by the Victorian Registration and Qualification Authority (VRQA).

Please note: RTOs from Victoria or Western Australia that deliver training or assessment out of jurisdiction, i.e. in any other state or territory (including online delivery to learners enrolled from other states) are subject to regulation by ASQA and their state regulator.

You can read more about the Standards at ASQA’s website here.
Your responsibilities under the national Standards

Learners, employers and industry must have confidence that certification issued by RTOs meets the requirements of training packages and VET accredited courses.

Your RTO must ensure that it has robust policies and procedures for best practice and that the qualification not only meets the training package requirements, but also that the course that is delivered meets both learner and industry needs and is delivered by qualified facilitators and assessors.

The following areas are key RTO responsibilities outlined by the Standards, all of which must be addressed before you implement your training and assessment program.

Access and equity

In accordance with the Standards, your RTOs must ensure all learners have their individual needs considered when undertaking training and assessment. This includes such things as age, gender, ethnic background, language, literacy and numeracy (LLN) skills, disabilities, remote locations or any situation that may present a barrier to their achievements in VET outcomes. Your RTO should have a relevant policy and procedure to address access and equity issues.

To learn more about supporting learners with disabilities, read the ASQA fact sheet here.

Learner support

Your RTO must ensure that learners enrolled in a training program have the necessary support to enable them to cope adequately with the program.

You may need to provide suitable learner support to assist learners to achieve the required outcomes. This may involve additional LLN assistance, technological support, additional tutorials, etc.

It is important for RTOs to assess a learner’s entry level before enrolment to determine if any adjustments will be necessary.

Training and Assessment Strategy (TAS)

RTOs must ensure that they have prepared a robust Training and Assessment Strategy (TAS) that plans comprehensively for the quality delivery of training and assessment. This means your RTO has, for all training on its scope of registration and consistent with its training and assessment strategies, sufficient:

- facilitators and assessors to deliver the training and assessment
- educational and support services to meet the needs of the learner cohorts undertaking the training and assessment
● learning resources that enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
● facilities (whether physical or virtual) and equipment to accommodate and support the number of learners undertaking the training and assessment.

Your RTO’s training and assessment strategies and practices must be designed with regard to the amount of training required for the learner to gain the competencies as specified in the relevant training package or VET accredited course.

The amount of training will vary depending on the existing skills and knowledge of the learner, the mode of delivery and any work placement arrangements.

Where an RTO has more than one learner cohort, they will need to develop individual Training and Assessment Strategies for each cohort.

A TAS will need to be available for all training products on the scope of registration and should, at a minimum, address the following:
● training product (including code title and release date)
● core and elective components (full qualifications)
● mode of delivery
● location of delivery
● amount of training allocated to the program
● volume of learning allocated to the program
● entry requirements
● duration and scheduling
● evidence of industry engagement to develop the TAS
● for each unit of competency listed within the TAS:
  ○ licensing requirements
  ○ legislative requirements
  ○ learning resources
  ○ assessment resources, methods and timing
  ○ human resources, including trainers and assessors
  ○ physical resources, materials and equipment to conduct both training and assessment
● strategies for ‘standalone’ single units or skill sets
● strategies for ‘assessment only’ pathways.

To ensure thorough and rigorous assessment practices and results, RTOs must implement a comprehensive plan of systematic validation. RTOs must use a risk-based approach to develop the plan, considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.
Trainers and assessors who are involved in training and assessment delivery being considered as part of the validation process may also participate in the validation process.

**Volume of learning**

The volume of learning for the training program must be considered before implementing the program and should be included in the TAS. The volume of learning should comply with the Australian Qualifications Framework (AQF) specification for the relevant qualification.

Detailed information about volume of learning is available from the AQF website [here](#).

**Trainer and assessor currency**

The trainer and/or assessor must remain current in the industries and qualifications they are delivering. Your RTO’s training and assessment must be delivered by people who meet the following requirements:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- and either:
  - Certificate IV in Training and Assessment (TAE40110, or its successor, TAE40116)
  - or a Diploma or higher-level qualification in adult education.

Your RTO must also ensure that all trainers and assessors undertake professional development in the fields of:

- knowledge and practice of vocational training, and
- learning and assessment, including competency-based training and assessment.

Further information on the requirements for trainer and assessor currency is available at the ASQA website [here](#).

**Online or blended delivery**

Units of competency may be delivered and assessed via a blended learning model to varying degrees. Your RTO may combine Australian Training Products’ online learning modules, print and digital edition Learner Workbooks, and assessment instruments in a variety of ways to suit your learners’ needs, RTO reporting and compliance requirements.

The extent to which an individual unit can be assessed online will vary significantly. This will be determined by the nature of each unit; its elements, performance criteria, performance and knowledge evidence, foundation skills, and assessment conditions requirements.
The key areas that are not suitable for a strict text-based or online assessment are those that focus on oral communication skills and interaction with others, or where a practical demonstration is required by the performance evidence. For competencies in these areas, either a face-to-face observation or observation via web conferencing may be preferred methods of assessment.

**Contextualisation**

It is important to understand that purchasing commercial training and assessment products does not automatically guarantee that your resources are compliant. It is your RTO’s responsibility to contextualise the assessment tasks to suit your learner cohort and assessment environment.

Contextualising assessments may involve adapting them for:

- learners with special needs
- online/distance learners
- learners based in a workplace
- simulated environments that reflect workplace environments
- specific industry learner groups
- the skills and experience of the learner
- any organisation policies, procedures or templates
- specific workplace tasks, projects or objectives that could be substituted as evidence of assessment.

*The principles of assessment and the rules of evidence*

You must ensure that your contextualised assessments follow the **principles of assessment** (fair, flexible, valid and reliable) and the **rules of evidence** (valid, sufficient, authentic, and current). These principles and rules also apply to the ways in which your assessments are conducted and administered.

For more information about these requirements, visit the ASQA website [here](#).

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*Australian Training Products will provide any purchasing RTO with a warranty that the product has been quality reviewed against the unit requirements and a mapping document that clearly identifies where the requirements have been addressed in the assessment tasks.*

*However, once assessments are altered or contextualised, it is important to conduct an additional validation to ensure all requirements are still covered.*
Validation

RTOs must systematically validate assessment tools and instruments to ensure thorough and rigorous assessment practices and outcomes.

For more information, read the ASQA fact sheet on conducting validation, available here.

Learner evaluation (feedback)

There are a variety of learner evaluation surveys that your RTO is required to conduct and permit in order to gauge learner satisfaction with their training and assessment experience and outcomes.

ASQA surveys

In accordance with the Data Provision Act 2012, all RTOs are required to collect learner feedback data and report annually to the national VET regulator, ASQA, against quality indicators. These indicators should report on learner engagement and employer satisfaction.

ASQA recommends the use of the AQTF Learner Questionnaire. A copy is available here.

In addition, ASQA conducts other surveys to collect their own data. ASQA may choose to contact your learners directly and conduct the ASQA Student Survey. More information about this survey, and a copy of the questions, is available on the ASQA website here.

National Centre for Vocational Education Research (NCVER)

The National Student Outcomes Survey collects information on learners’ reasons for training, their employment outcomes, satisfaction with training and further study outcomes.

Learners included in the survey are those who completed their training in the previous calendar year and have an Australian address as their usual address. Further information on the NCVER survey can be found here.

State-funded training surveys

If your RTO has a state-based funding contract, you may be required to conduct an additional survey as part of your contractual obligations. Note that you will need to review your contract agreements for each individual state you claim training funding in.

Complaints and appeals

Your RTO should have a transparent policy that is provided to all learners about the complaints and appeals process. All learners have the right to lodge an appeal or complaint should they feel that they have been unfairly disadvantaged during training or assessment, including appealing the assessment outcome.

More information about complaints and appeals, as required by Standard 6 of the Standards for RTOs 2015, is available here.
Resubmission

Your RTO must have an internal policy and procedure regarding their resubmission process. In competency-based training, a learner may attempt an assessment as often as the RTO deems reasonable, but the policy should be clear and made publicly available to learners.

Assessment observation

Where a learner must complete the performance of a task, a series of tasks, or practical skills, observation is essential for collecting evidence that is only visible through demonstration.

Observing a learner in the workplace is good for gathering authentic, demonstrable evidence. The assessor can watch the learner in their work context in their work routine, performing tasks from their job role, and demonstrating ability to function in the work environment. For example, a driving instructor may use an observation checklist to assess a learner driver parking a car.

To observe a learner carrying out an assessment in a workplace, you must have the support of the workplace. Observation methods can also be used in simulated assessments.

Assessment conditions

Each unit of competency will include assessment conditions. These describe the conditions under which a learner must demonstrate competence and include specific requirements for resources, trainers and assessors, and the context for assessment.

Your RTO will need to ensure that all assessment conditions have been addressed when validating units of competency. For example, for the unit SITTSSL010 Use a computerised reservations or operations system, the assessment conditions are:

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that uses a computerised reservations system to administer sales or operational functions. This can be:
- an industry workplace
- a simulated industry environment set up for the purposes of assessment

Assessment must ensure access to:
- reservations for products or services for which the computerised reservations or operations system must be used
- a computerised reservations or operations system currently used in the tourism, travel, hospitality or event industries to administer sales and operational functions.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

For the unit in the above example, the assessor must have a minimum of three years’ experience in that specific unit. The trainer mapping document would need to include evidence of how the trainer and assessor each have three years’ experience and maintained currency.
Reasonable adjustment

Reasonable adjustment in VET refers to modifying the learning environment or making changes to the training delivered to assist a learner with a disability or other specific need. Assessment tools and strategies may be reasonably adjusted in response to learners’ needs, based on legislative and regulatory requirements.

For example, through:

- using personal support services, such as providing a reader, an Auslan interpreter, a scribe or an attendant carer
- using assistive technology or special equipment
- changing the format of assessment materials, e.g. by adjusting for oral assessment or providing instructions in braille
- adjusting equipment or the physical environment
- allowing for breaks so the learner can take medication or rest.

Where your RTO has determined the need to make a reasonable adjustment to an assessment, your RTO will need to record the alteration to the assessment along with an explanation of how they have ensured the assessment still meets all requirements.

Authenticity of submitted work

Confirmation of the authenticity of the learner’s work is the responsibility of the assessor and your RTO.

Assessors must ensure that assessments comply with the assessment requirements of the relevant training package qualification or VET accredited course; and are conducted in accordance with the principles of assessment and the rules of evidence, which state that ‘the assessor is assured that the evidence presented for assessment is the learner’s own work’.

This can be achieved by:

- building an educational relationship with learners, understanding their strengths, abilities and limitations to determine if the work is theirs
- ensuring each assessment task includes a statement of authenticity for learners to sign, stating that what they are submitting is the learners’ own work
- providing access and referring learners to your RTO’s plagiarism policy
- running submitted work through a plagiarism detector
- conducting a verbal interview with the learner to expand on their learning, i.e. ‘Can you tell me where you sourced the information for this?’ Or ‘Reading through your assessment, explain the process you used to achieve this outcome.’
National Register of VET (Training.gov.au)

The National Register of VET is the authoritative source of information for everything related to:

- Nationally Recognised Training (NRT), which includes:
  - training components such as:
    - training packages
    - qualifications
    - skill sets
    - units of competency and assessment requirements
    - accredited courses
  - VET organisations that are:
    - registered training organisations (RTOs)
    - RTO registering bodies
    - course accrediting bodies
    - training package developers
    - other organisations related to the VET sector.

The National Register of VET is maintained by the Commonwealth department responsible for tertiary education. This register is referred to variously in the industry as the ‘National Database’, or the ‘National Register’, but most people refer to it as a variation of its website address, ‘Training.gov.au’, ‘Training.gov’, or simply, ‘TGA’.

As the key source of information, RTOs access the National Register of VET for various reasons, including:

- accessing the organisational details of an RTO, including:
  - code, legal name, trading names, status, ABN, ACN, RTO type, web address, contact details, and scope of registration that includes delivery and assessment and in which states and territories these will take place

- training components including:
  - training packages
  - qualifications
  - units of competency.
Using the National Register of VET

As the authority on all current VET-related material, your RTO’s first point of contact should always be TGA. You should visit TGA regularly, as unit and assessment requirements do change and you must always make sure your material complies with the most up-to-date version.

To review the requirements of any training package, qualification, unit of competency, skill set or accredited course, visit the database here.

Using the Quick search box, type in the training component in the top field and click on the Search button.

You will then be redirected to a search result containing all data that relates to your search:
If the search result identifies what you were looking for, click on the link in the code column to be taken directly to the page for that training component. The example below is a unit of competency.

The Register provides the whole unit on the page, but also provides the component in a downloadable copy, and in both Word or PDF formats.

**Note:** For the full unit of competency, you must download both the unit of competency and assessment requirements documents.
Continuous improvement plan

To ensure your RTO remains up-to-date with industry standards, you will need to have a continuous improvement plan (CIP) to ensure the best outcomes for your clients; namely: learners, industry and the community.

The CIP will need to document the following:

- evidence of continued industry engagement to ensure the qualifications and the assessment outcomes are relevant, and that learning materials are current
- reviews of the TAS to ensure relevance and currency
- updated trainer and assessor professional development logs for both industry and VET skills and knowledge
- a validation schedule for each unit of competency
- validation of assessments for each unit of competency
- evaluation of assessment tools
- employer feedback and, where required, evidence of implementation of the feedback
- learner feedback and, where required, evidence of implementation of the feedback
- trainer and assessor evaluations
- internal audit and rectifications
- updated changes to policies and procedures to reflect internal reviews, validations and feedback and any changes issued by ASQA and/or state regulators
- changes in both management structure and employees
- audit findings and rectifications required by regulators
- plan to update and transition training package updates.
All Australian Training Products’ resources include both learner and trainer/assessor resources.

Now that you have purchased your Australian Training Products’ resources and understand your RTO requirements, you need to contextualise these resources to align with your delivery mode, assessment conditions and learner cohorts. This section contains a summary of each of the documents and how to prepare to use these documents for your training and assessment.

Remember, you will need to have these resources validated after contextualisation to ensure that the amendments meet the assessment requirements, address your learners’ needs and meet industry standards.

**Learner resources**

*Learner Workbook*

Our Learner Workbooks have been designed with learners in mind, and include self-paced activities, real-life case studies and illustrative scenarios.

Our workbooks help learners to get the most out of their learning experience and are developed in conjunction with VET and industry experts to ensure currency, validity and quality. Workbooks are available in the following formats:

- printed hard copy
- digital PDF
- digital PDF self-print licence.

The Learner Workbook includes:

- learning information that is sequenced with logical process flow
- learning information that has been mapped to the performance criteria, performance evidence and knowledge evidence
- language that is clear and concise and pitched at the correct AQF level
- activities/case studies/quizzes that are relevant and provide the learner with an opportunity to pause and apply knowledge
- activities that are diverse and cater to different learning styles and levels of experience in the VET sector.
The workbook is designed to be used in conjunction with the PowerPoint Presentation and eLearning provided in eCoach or your LMS. Trainers can use these guides to develop the structure of the session plan, along with any additional learning resources your RTO has developed or sourced.

**eLearning module**

The online version of the Learner Workbook is complimentary with purchase. We recommend using our eLearning modules to support your delivery alongside the workbook. The eLearning version provides additional engaging content, including videos and animations.

**Trainer and assessor resources**

**Unit Toolbox**

The Unit Toolbox is a fully editable delivery and assessment resource, containing blank templates your RTO can use for your delivery and session plans, as well as detailed assessor instructions, assessment tasks, mapping tables and other pre-filled templates and blank templates appropriate for the unit of competency.

Your RTO may have additional resources, materials and preferred documentation specific to the organisation, both at procedural and assessment content levels.

*Remember, wherever you make substitutions, these changes will need to be reflected throughout the Unit Toolbox, updating the components and, in particular the assessment mapping, to ensure your contextualised assessments maintain compliance with the unit’s assessment requirements.*

The Unit Toolbox contains all relevant unit information and instruction to implement delivery and assessment effectively and compliantly within a training and assessment environment. Each Unit Toolbox includes the following:

- delivery templates to be completed by your RTO:
  - a delivery plan template detailing the delivery requirements for each unit of competency
  - a session plan template with a breakdown of delivery session content
• assessment materials that must be contextualised by your RTO:
  ○ assessor instructions for conducting each assessment
  ○ assessment tasks (including answers/sample responses where applicable) that include clear instructions to the learner
  ○ a detailed table that maps each assessment task to the unit of competency and its assessment requirements
  ○ observation checklists, if required for observation-based assessments
• appendices, which contain additional information or documents that the assessor needs, or needs to provide the learner, during assessment.

**Delivery plan template**

The delivery schedule for each unit of competency will vary depending on your RTO and delivery mode. Your RTO may deliver in a workplace, learning environment, online or using a blended mode. Your delivery mode will also affect the number of sessions you deliver.

The delivery plan template is designed for you to plan for the delivery of all sessions. This includes space for you to record, for each session:

• the dates and times of delivery
• session title
• details of the learning topics to be covered during the session
• the materials or equipment required for the session, such as:
  ○ handouts
  ○ published textbooks and other reading material
  ○ supporting documentation, such as standards, legislation or policies and procedures and other workplace documentation
  ○ audio and visual materials
  ○ links to online material
  ○ any equipment, materials or resources required to complete practical application
• a list of learning activities learners will complete during the session
• which parts or topics of the Learner Workbook correspond to the session topics (if purchased)
• the sessions in which the assessment tasks will be conducted.

The information in the delivery plan must align with the information you have provided in the Training and Assessment Strategy. You may choose to align each session of your delivery plan with the sections of the Learner Workbook.
**Session plan template**

While the delivery plan is an overview of all sessions, the session plan is a detailed plan of each individual session.

The session plan template allows you to record a variety of detail for a single session, and can be duplicated as many times as you require for the sessions you will deliver for the unit of competency.

The session plan has been split into two sections:

- **Session overview** – To record a summary for the whole session of:
  - scheduling, staff and other required RTO information
  - the learning objectives/outcomes
  - the equipment and materials required.

- **Session details** – To record the details of:
  - the learning topics within the session, including, for each topic:
    - key points
    - learning activity
    - debrief discussion questions
  - a session conclusion, including:
    - a summary of the learning topics covered
    - whole-session debrief discussion questions
    - follow-up actions for learners to complete following the session or prior to the next session, e.g. self-paced activities, research or other preparation
    - any further readings or resources you can refer learners to access or source for more information
    - any assessment-related activities or information to advise or provide learners.

If you have also purchased the Learner Workbook, it is recommended that session plan titles be consistent with Learner Workbook part titles to ensure all unit requirements have been delivered.

Remember, you should update your mapping documents and your Training and Assessment Strategy to include any additional resources you plan to use to enhance the learning experience.

Where you have provided the learner with additional learning materials, you will be able to insert an additional column in the Word document, titled *additional resources*. By mapping the additional resources and the specific areas they relate to, it will provide the trainers with a clear understanding of the intent of the content, as well as further evidence of the robust learning experience provided by the RTO.
In mapping additional resources you will use, you will need to include details for materials such as:

- any published textbooks or chapters, including the title, name, author, publisher, year published and ISBN
- any fact sheets or other handouts, including dates printed or accessed, and relevant website details (including the full URL address, the date created and the date accessed)
- any podcasts, videos, audio or other online material (including the full URL address, the date created and the date accessed).

This will ensure that trainers can access this information, and will assist in identifying the currency and relevance of any additional material.

**Assessor instructions**

The assessor instructions outline the assessor requirements and will need to be read in conjunction with the instructions to the learner in the ‘your task’ section. It also includes the essential requirements for the assessment, including materials and equipment, and all assessment conditions. For example, you may be required to assess the learner in three instances with different customer scenarios. It will also indicate whether the assessment contains observable demonstration.

Changes to the assessor instructions should also be reflected in the ‘your task’ section of the learner instructions, as appropriate.

**Assessment tasks**

Copies of the assessment tasks are provided in the Unit Toolbox with benchmark/sample answers displayed in red text under each question or procedural step.

The assessment tasks are also provided as separate files (with sample answers removed) to make it easier for you to provide to your learners.

Once you have contextualised the assessment tasks to meet your specific learner needs and context, you must ensure that the following are updated to reflect the changes (as required):

- sample answers/responses
- submission checklists
- separate assessment task files
- assessor instructions
- observation checklists
- assessment mapping
- your RTO’s Training and Assessment Strategy.

The task is broken into three parts: an assessment cover sheet, learner instructions (called ‘your task’) and a submission checklist (if required).
Assessment Task Cover Sheet

A cover sheet has been provided with each task. Your RTO may prefer to replace the Assessment Task Cover Sheet with its own version.

Your task

The ‘your task’ section of the assessment task provides the learner with guidance on the assessment requirements and instructions on how to complete the assessment.

This section provides the learner with:

- a summary of the outcomes of the task and its place in the overall assessment for the unit
- any pre-requisite units they must complete before being assessed for this unit
- any background/scenario or additional information they need
- any arrangements they may need to make with the assessor or your RTO before they begin
- a list of the materials and equipment they will need access to in order to complete the assessment, including any appendices to the task so they can ensure they have received all of the materials
- the body of the task, either: a procedure of steps required or a list of questions.

Submission checklist

A submission checklist appears at the end of each task (when required by the assessment evidence), which may be used by the learner to ensure they have completed all requirements and, where provided, to the appropriate benchmark.

The submission checklist may also be used by the assessor to determine satisfactory completion of each assessment requirement and to record the assessment outcome and provide feedback to the learner.

Final decisions of satisfactory or not satisfactory should be made and recorded according to your RTO’s procedures.

If the assessments have been contextualised, you will need to review and update the checklist to ensure it aligns with the unit’s assessment requirements.

Assessment mapping

The assessment mapping table is designed to assist your RTO to determine where the unit requirements have been addressed in the assessment tasks.

Each assessment task provided by Australian Training Products is mapped against the unit of competency’s:

- elements and performance criteria
- foundation skills
- performance evidence
- knowledge evidence.
The last column in the table identifies whether the assessments have addressed all assessment requirements.

All resources are closely reviewed by the Australian Training Products Quality Review team to ensure the product is compliant with the unit’s requirements at the time of publication. Note that if an assessment task is altered in any way for contextualisation purposes, you must update the mapping table accordingly to ensure the assessment is still compliant.

Appendices

The Unit Toolbox also contains all appendices required to complete the assessment. This includes those provided to the learner with the assessment tasks and may also include additional documents or information that the assessor needs, or needs to provide the learner, during the assessment. Observation checklists are provided with the appendices.

Appendices may be customised to suit your learner cohort. Note, however, that changes to appendices may require adjustments to the assessment mapping as some key requirements may have been embedded into appendices, for example, detail provided in scenarios or templates for the learner to complete.

PowerPoint Presentation template

The PowerPoint presentation template has been provided, corresponding to the Learner Workbook parts. We have provided this template so that you have flexibility to contextualise and incorporate additional learning resources into your presentation.

Learning Content Mapping

Finally, we have provided a document mapping the learning content against the unit of competency, so you can trust that the unit requirements are fully covered in the material.

In addition, this provides a useful comparison of where to find the same material in the Learner Workbook and in the eLearning course to support your delivery. This table has been designed for flexibility and can be easily adapted to meet your RTO’s delivery strategy.
At Australian Training Products, our services do not end once you have purchased our quality resources.

We offer a suite of services that can assist your RTO in meeting your requirements under the Standards for RTOs 2015.

Australian Training Products can provide RTOs with compliance support services, as well as professional development resources for RTO staff.

Compliance support services

Australian Training Products provides RTOs with the following consulting services.

Validation consultancy service

As mentioned throughout this guide, each RTO is required to validate their Training and Assessment Strategy (TAS), as well as the resources for each unit of competency.

Australian Training Products can assist you with validating your TAS, as well as all of your training and assessment resources. This includes any of our resources that you have already contextualised, including any resources you have either developed or purchased elsewhere.

As part of our service, Australian Training Products can provide validation templates and guidance on how to conduct validation. If required, we can also facilitate or participate in a validation session with your assessors and RTO staff.

Audit feedback reports

In the event that your RTO is involved in a regulated audit and found to be non-compliant with our training or assessment resources, Australian Training Products will provide you with an audit response and, where required, rectification of the resources within 15 business days.
Note that Australian Training Products will require the full 15 working days to complete any rectifications, so you will need to provide us with a full copy of the regulated report with an outline of the compliance requirements as soon as possible to ensure you can complete your full audit response and action your rectification plan within the audit response time (20 business days).

**Developing a Training and Assessment Strategy (TAS)**

If your RTO requires assistance in developing a Training and Assessment Strategy, Australian Training Products can provide guidance on how to develop a TAS. In addition to providing guidance, we can also assist in validating your TAS, as part of your RTO requirements.

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**For more information on the above consulting services and the fee structure, or to request an appointment, please contact Customer Service on 03 9815 7000.**

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**Professional development**

As described earlier in this guide, all RTOs are required by the *Standards for RTOs 2015* to ensure that all trainers and assessors maintain their industry and VET currency through continuous professional development.

Your RTO must retain evidence that all trainers and assessors have undertaken relevant professional development in VET and have current industry skills and knowledge. Further information on the trainer and assessor requirements under Standard 1 (Clauses 1.13–1.16) and how they relate to your RTO, is available [here](#).

Australian Training Products offers a range of courses for trainers, assessors and other RTO staff through our online RTO professional development platform, IBSA Academy.

Also available on the IBSA Academy platform are two interactive self-evaluation tools to help RTOs determine their training needs for updating staff qualifications for the Certificate IV in Training and Assessment (TAE40110 to TAE40116) to meet the new requirements.
IBSA Academy

IBSA Academy is an online centre dedicated to providing professional development courses to RTO staff and VET practitioners. Built on an eLearning platform that can be accessed from any internet-enabled device, a trainer/assessor can start our non-accredited courses when and where you choose.

Each course is designed to take 60 minutes to complete and can be stopped at any point and picked up later, exactly where left off. IBSA Academy courses build practitioner capability and meet ASQA standards.

Once a course is completed, the learner will receive a personalised certificate as proof of their achievement, which can then be used as evidence toward VET currency.

There are a variety of IBSA Academy courses to suit various aspects of training, delivery, RTO compliance and general workplace skills.

**Recommended IBSA Academy courses relevant to this guide**

- Analyse training needs
- Build networking skills
- Clustering competencies – When, why and how?
- Completing your trainer matrix
- Customisation versus contextualisation
- Customise and contextualise a training program
- Language, literacy and numeracy strategies and implementation
- Planning and preparing a training session
- RTO compliance
- The assessment tool box – A look inside
- Training package transitions – How does it affect me?
- Understanding RPL and guiding candidates effectively
- Unpacking a unit of competency
- Validations
- Volume of learning
- Workplace activity strategies for achieving great outcomes with blended delivery.

Further information on IBSA Academy, along with the full catalogue, is available [here](#).
TAE Self-evaluation Resources

Recently, the Hon. Karen Andrews, Assistant Minister for Vocational Education and Skills, released an amendment to the training and assessment credential requirements in the Standards for RTOs 2015. (You can read the statement on this amendment here.)

From 1st April 2019, trainers and assessors will be required to have completed both of the following units of competency to meet these new requirements:

- TAEASS502 Design and develop assessment tools
- TAELLN411 Address adult language, literacy and numeracy skills.

If you need to evaluate which of your staff need to update their qualifications, IBSA Academy can help.

The IBSA Academy team has designed two online self-evaluation resources that allow trainers and assessors to evaluate their skills and knowledge, support them to compile evidence, and identify what they must do next to demonstrate competency.
The Australian Training Products
Seal of Quality

Engaging learning content that caters to different learning styles and delivery modes

- full-colour workbooks
- engaging, interactive eLearning modules.

Compliance warranty

Australian Training Products will undertake all rectification work if highlighted as product non-compliance in any regulatory body report to the purchasing RTO.

Australian Training Products will require full access to the audit report and all work deemed the responsibility of Australian Training Products will be completed in a 15-day turnaround time. The rectification response, as well as updated documents, will be provided back to the RTO free of charge.

Structured four-stage quality review process

- pre-development planning and review
- post-development validation, mapping, industry consultation
- editorial review
- learning design completed by experienced instructional and graphic designers.

Comprehensive support tools

- unit assessment support tools with model answers and PowerPoint presentations
- Implementation Guide for full integration with RTO delivery and assessment practice.

Consultancy service

- support unit validation requirements
- respond to auditor findings
- assist with scope applications
- create and convert customised eLearning courses
- support facilitator/assessor currency and professional development requirements through specialised resources.

*Note that some older resources’ workbooks are not currently available in colour.