

# Training and Assessment Strategies and Resources Policy



(Compliant with the 2025 Standards for RTOs)

## 1. Purpose

VEG Education is committed to delivering engaging, high-quality training and assessment that enables students to achieve skills and knowledge aligned with nationally recognised, industry-relevant competencies. This policy ensures that all training and assessment strategies, practices, and resources:

- Meet requirements of the Australian Qualifications Framework (AQF), National Training Packages, and VET-accredited courses within the Group's scope of registration.
- Are current, valid, reliable and tailored to the characteristics, needs, and aspirations of each cohort.
- Are developed and reviewed with meaningful industry consultation to maintain relevance and support continuous quality improvement.

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## 2. Policy Statement

VEG Education ensures:

- Every AQF qualification, skill set, or unit of competency under its scope has a documented, compliant Training and Assessment Strategy (TAS).
- Training and assessment methods and resources are responsive to industry and stakeholder needs, learner diversity, and regulatory requirements.
- Ongoing industry engagement informs strategy content, delivery, and assessment, ensuring training leads to valid workforce outcomes.
- Delivery modes, resources, and assessments are accessible, inclusive, and flexible to promote engagement and progression.

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## 3. Definitions

Definitions reflect those in the 2025 Standards for RTOs, including terms such as: Outcome Standards, Training and Assessment Strategy (TAS), Assessment Validation, Industry Engagement, Volume of Learning, Mode of Delivery, and all relevant AQF, Training Package, and VET Accredited Course terms.

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## 4. Policy Principles

### 4.1 Underpinning Principles

- Training and assessment strategies are evidence-based, developed and reviewed in genuine partnership with industry, employers, and stakeholders.
- Strategies are structured to ensure practical skills development, supported by current, validated resources and facilities.
- The characteristics, prior learning, and support needs of each student cohort are considered in strategy design, ensuring training is accessible, equitable, and supports all learners to succeed.

### 4.2 Training and Assessment Strategies (TAS)

Each TAS must document:

- Full code/title of training product
- Target cohort characteristics, skill gaps, and aspirations
- Industry engagement activities and how findings have shaped design and delivery
- Volume of learning, training duration, and modes of delivery
- Entry requirements, core/elective structures, and pathways
- Assessment methods with linkage to Principles of Assessment and Rules of Evidence
- Human and physical resources supporting delivery
- Access and equity strategies

TAS and related resources are reviewed and updated at least annually to ensure continuing compliance and currency with industry and student needs.

### 4.3 Assessment Validation

Assessment practices and tools are validated through a documented, risk-based process at least annually, with industry/stakeholder participation. Actions for improvement are implemented and tracked.

### 4.4 Client Customisation

Where client-specific programs are developed, the TAS and related resources clearly document specific requirements, contextualisation, or partnering arrangements.

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## 4.5 Resource Management

All training and assessment resources, including technology and specialist equipment, are mapped for compliance and suitability before use. Learner support services are identified and available according to identified needs.

## 4.6 Copyright and Intellectual Property

All resources are used and reproduced according to copyright law and licencing agreements as per the Copyright Act 1968 and VE Group's copyright guidance.

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## 5. Responsibilities

The CEO is accountable for the compliance, currency, and continuous improvement of all training and assessment strategies and resources, with input from trainers, assessors, industry, and relevant stakeholders.

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## 6. Records Management

All policy and procedure documentation is maintained in accordance with the Records Management Policy.

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## 7. Monitoring and Continuous Improvement

Training and assessment strategies and resources are systematically monitored, evaluated, and improved through feedback, validation, and compliance checks, informed by student outcomes, industry feedback, and changes in regulatory requirements.

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 year	0.5 – 2 years	1.5 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 1400 hours	600 – 2400 hours	1200 – 2400 hours

*Table is an Excerpt from AQF.*