



Training and Assessment Strategy Policy

Version	Approved by	Approval Date	Effective Date
1.0	Operations Manager	3 June 2026	3 June 2026
Policy Statement			
Purpose	<p>The purpose of this policy is to:</p> <ul style="list-style-type: none"> ▪ outline the strategies, systems and practices adopted by Universal Training Institute (UTI) in the design, development and delivery of nationally accredited Training and Assessment. ▪ provide Training and Assessment that meets the requirements of the relevant Training Package or VET accredited course, and the Outcome Standards for Registered Training Organisations 2025. ▪ provide training that is well-structured, supportive and leads to meaningful skill development. ▪ provide Training and Assessment that meets current industry needs and expectations through regular industry consultation. ▪ provide students and clients with consistent quality Training and Assessment experiences and achieve the outcomes of the Training Product in which they are enrolled. 		
Scope	<p>This policy is applicable to UTI. The policy applies to all UTI 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 UTI Registered Training Organisation (RTO) staff.</p>		
Policy Provisions			

1. Policy Statement

The Training and Assessment Strategy (TAS) is the overarching quality document which guides the design, development and delivery of all VET training undertaken by UTI. A TAS is required for each Training Product, and its variations, delivered UTI. Systems and processes for a Training Product must align with the TAS for the Training Product.

UTI is committed to the systematic development, implementation and monitoring of each TAS in accordance with the requirements of the relevant Training Package or VET accredited course, and Outcome Standards for RTOs 2025. UTI is also committed to developing each TAS to enable each student to meet the requirements of each unit of competency in which they are enrolled, and overall qualification or VET accredited course requirements.

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2. Training and Assessment Strategy (TAS) Framework

2.1 Components of a Training and Assessment Strategy

In developing each TAS, UTI will use the guidance provided in the relevant Training Package, any related implementation guides, and the requirements of the Outcome Standards for RTOs 2025. 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
- Evidence of the application of feedback from a variety of sources
- Mode of delivery
- Rationale for Amount of training required for the AQF as outlined in the AQF Volume of Learning requirements
- Application of principles of assessment and rules of evidence
- 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 RPL, CT and Assessment only pathways.

Students may enrol at any time so there is usually one cohort for a Qualification, Skill set or VE course and requires one TAS for the life cycle of the Training Product version.

2.2 Feedback in the continuous improvement quality cycle

Students are encouraged and supported to provide feedback. Where reasonably possible, UTI will make continuous improvement of the systems and processes. Relevant feedback is documented in the TAS from:

Feedback Input	Examples
Students	Surveys, Quality Indicators Survey, Student Outcomes Survey
Staff	Internal cases such as complaints, Self-Assurance activity, discussion forums
Contracted staff	Trainers and assessors
Industry	Validations, 'fit for purpose' pre-validations and quality reviews, industry consultations
Regulators	Audit activity, complaints
Employers of current or former students	Quality Indicators, industry consultations



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The TAS reflects how feedback has been applied to enhance training and assessment during course development. It completes the continuous improvement cycle in the Continuous Improvement Policy.

2.3 Engagement in training

UTI will include a variety of strategies for the engagement of students that are relevant to the cohort and requirements of industry, as required in the Outcome Standards for RTOs 2025 1.1.

- Training is broken into a meaningful structure to allow students to practice and demonstrate their skills and knowledge as required in the Training Product on training.gov.au
- The study plan is paced at the level of students who are not working in the relevant industry to include time for:
 - Learning (online content, theory sessions)
 - Practice (class activities, review questions) and
 - Feedback.
- Face to face delivery techniques and online resources are the preferred delivery mode of students because students may engage in their studies anywhere, anytime.
- The Academic team use training and spot checks with trainers, and assessors so that they provide engaging feedback to students.
- Engagement is tracked by student surveys and monitoring process that tracks student progression through to completion.

2.4 Engagement in industry consultation

UTI will ensure that TAS's and their associated practices, are relevant to, and meet the needs of, industry. Industry consultation is required in the Outcome Standards for RTOs 2025 1.2 UTI identifies relevant members of the industry and employer community to engage by using its:

- network of clients and industry associations contacts
- contracted trainers and assessors
- internal subject matter experts.

Various of industry engagement opportunities such as workshops, small gatherings or individual conversations will be used. Industry feedback may be gathered face-to-face, by Zoom meetings, phone calls, attendance at industry forums, and industry research from the Future Skills Organisation (FSO).

UTI will actively seek industry engagement on all aspects of TAS development, including, but not limited to, the following:

- The AQF qualification, VET accredited course, AQF skill set or a UTI course with units of competency that best meets the skill and knowledge needs of industry.
- Selection of the most relevant elective units of competency, where applicable.



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- Specific industry needs to ensure current industry practices are used to prepare students for real-world work.
- 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 UTI's continuous improvement process, as will the ongoing monitoring of industry needs.

2.5 System and process alignment with the TAS

UTI reviews the alignment of systems and processes for each Training Product with its corresponding TAS:

- The Marketing and Advertising Policy describes a quality assurance process to check that marketing collateral aligns with the TAS so that students and clients have consistent and accurate information.
- The Fit for Purpose process includes a review of alignment of the website and marketing collateral with the TAS and with the Outcomes Standards for RTOs.
- The Self-Assurance Calendar and spot checks are used to check alignment with the Outcome Standards for RTOs 2025.

3. Guiding procedures

3.1 TAS monitoring and review

UTI will monitor Training Packages and VET accredited courses for transitions and revise the TAS as required. Where 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 if there are changes in the units of competency.

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

In the section on Characteristics and needs of students in the TAS, it should identify any common needs for the cohort such as wellbeing needs, disadvantaged equity groups and learning needs, and how they will be addressed.

UTI will review all TAS documents on a regular basis as part of its continuous improvement process and ensure that industry representatives, trainers, assessors, and other stakeholders participate in the review process.

All TAS changes and proposed changes will be documented, and the TAS revised as required.

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UTI will develop implementation plans for each revised TAS and ensure that only the latest version of the TAS is used and referenced.

Updated TAS documents are implemented as UTI's Training Product Review Cycle. Refer to the UTI Training Product Transition Policy.

3.2 TAS records

UTI retains versions of TAS documents so that they are available for:

- internal audit or regulatory requests
- queries about current and previous Training Product versions and transitions to be answered.
- trainers and assessors

Accountabilities	
Responsible Officer	Operations Manager, Compliance Manager, Academic Team
Contact Person	Operations Manager
Supporting Information	
Relevant Legislation	As a registered training organisation (RTO), UTI operates under strict legislation and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below. <ul style="list-style-type: none"> ▪ Australian Qualifications Framework (AQF) ▪ National Vocational Education and Training Regulator Act 2011 ▪ Outcome Standards for RTOs 2025
Related Policies	This policy should be read in conjunction with the following UTI policies and documents: <ul style="list-style-type: none"> ▪ Assessment Policy ▪ Assessment Validation Policy ▪ Continuous Improvement Policy ▪ Governance Policy ▪ Learning Facilities and Resources Policy ▪ Privacy Policy ▪ Training Product Transition Policy.
Definitions and Acronyms	
VET accredited 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	means the formal learning activities provided to a student. The Amount of Training is the time required for a student to develop

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	skills and knowledge to an industry standard as required in a Training Product or VET accredited course.
AQF	The Australian Qualifications Framework 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	means a 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.
Credit Transfer (CT)	means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module
Feedback	Input into continuous improvement mechanisms for Training Products from students, staff, trainers and assessors, industry, regulators and employers.
Future Skills Organisation (FSO)	Future Skills Organisation is the Jobs and Skills Council that researches changes in finance, technology and business industry requirements, and writes new versions of the relevant Training Packages.
Mode of delivery	Means the method adopted by an RTO to deliver training and assessment, including face to face, 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



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	that individual meets the requirements specified in the Training Package or VET accredited courses.
Standards for RTOs 2025	Means the standards made under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011 (Cth). From 1 July 2025 the following three parts will be required by all VET providers: <ul style="list-style-type: none"> ▪ Outcome Standards for RTOs 2025 ▪ Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025 ▪ Credential Policy.
Training and Assessment Strategy	The TAS is the approach of, and method adopted by, an RTO with respect to Training and Assessment designed to enable students to meet the requirements of the Training Package or VET accredited course.
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