

1. Associated policy identifier: 23ngAsTw 23(A)-5323(A)5e5e5C 5: t69 ()h A323(A)52pr04 110.

Step	Action	Responsibility
------	--------	----------------

Step	Action	
------	--------	--

Step	Action	Responsibility
	<p><i>Note: The AQF volume of learning range is the starting point for determining the amount of training required to deliver a particular qualification.</i></p> <p><i>The amount of training is the structured learning directed by the educator – both supervised and non-supervised.</i></p> <p><i>The amount of training is dependent on the characteristics of the student cohort and has to be justified on a case-by-case basis.</i></p> <p>Provide an explanation/rationale where the Amount of Training is not consistent with the benchmark AQF Volume of Learning,</p> <p><i>Variations may be due to the following:</i></p> <ul style="list-style-type: none"> <i>complexity of the units of competency</i> <i>industry requirements</i> <i>the mode of delivery</i> <i>student characteristics including existing skills and knowledge and/or support needs</i> <i>clustering of units (for example, group 3c 0h.2 and k)-25-6alwp.6n)-(uni)-2.utc.2 (n)-0.8g i1 (t)-5 (uni)-2</i> 	

Step	Action	Responsibility
	<p>when the work placement will occur and how it will be resourced and organised</p> <p>how the student will be supported in the work placement</p> <p>communications underpinning work placement</p> <p>Refer: <i>Student Industry Placement Policy</i></p> <p>Describe why the nationally accredited training product is suitable for an online mode and:</p> <ul style="list-style-type: none"> what preparations are needed for students undertaking on-line learning what resources and student supports are available in an online learning environment. <p>Refer: Training and Assessment Strategy Template and Appendices</p>	

12

Overview of Assessment Methods and Strategy

Detail assessment methods ensuring all requirements for the national training standards are met.

Step	Action	Responsibility
	<ul style="list-style-type: none"> ○ any specialist equipment requirements ○ feedback that has affected delivery, assessment, duration or scheduling including employers' limitations in the design of training and assessment to Australian Apprentices. <p>Refer: Training and Assessment Strategy Template and Appendices</p>	
14	<p>Transition Arrangements</p> <p>Describe the transition arrangements and attach the Transition Table and Review template detailing how students will be transitioned into the new product).</p>	Head of Department
15	<p>Review TAS ready for Head of Department Program Services Teaching and Learning Quality Committee:</p> <p>verifying that the TAS effectively describes the delivery and</p> <p>rpTerr -37:</p>	

- Transition Table and Review template
- Training Package Qualification Requirements
- Banner Program Requirements (CAPP) report
- Banner Subject Listing by Program Report
- Industry and Other Engagement
- Student Timetable (includes times, dates, location, CRNs, sequencing of units)

TAS Review template

[Australian Core Skills Framework \(ACSF\)](#)

[Australian Qualifications Framework \(AQF\)](#)

CIT TAS Processes and Procedures Guide

5. DefeAPP 0 0 9.96 71.4 .859 0 Td(C)-3.6 (l)-2 (T)0678Tj/TT4 0 TT/92r02-96 (S)T4 4-T2 (1)8

X" ± C

