

Training and Assessment Strategy

HLTAID011



EDUCATION IS KEY

Training and Assessment Strategy

HLTAID011

CONTENTS

Program Details	2
Purpose and Target Group	2
Delivery Mode, Duration and Location	2
Units of Competency	3
Entry Requirements	3
Pathways	4
AQF levels	5
Industry Consultation	6
Amount of training and volume of learning	8
Rationale	8
Training arrangements	10
Assessment Arrangements	10
Assessment Methods	12
Submissions, feedback and re-assessment	12
Assessment appeals	12
Assessment Materials	12
Delivery Sequence and methods	13
Delivery Schedule	13
Facilities and equipment	14
Validation arrangements	15
Recognition of prior learning	16
Gap training	17
Record Keeping	18
Continuous improvement	18
Endorsement	18

Page 1

HLTAID011 Training & Assessment Strategy 2026 V2

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Training and Assessment Strategy

HLTAID011

PROGRAM DETAILS

UNIT Code	HLTAID011
Unit Title	Provide first aid
Qualification Requirements	n/a
Course Type	Single Unit of competency
Training Product Status	Release 2 current as of 16 th October 2020

PURPOSE AND TARGET GROUP

Purpose	<p>This unit describes the performance outcomes, skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.</p> <p>The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.</p>
Learner Characteristics / Target Group	<p>This qualification will be undertaken by Senior Secondary School Students as a part of the vocational Major program. This is an approved program by the Victorian Education Department and is within the Victorian Assessment Software System (VASS). The HLTAID011 unit of competency is delivered face to face in a full day program.</p>

DELIVERY MODE, DURATION AND LOCATION

Delivery Mode/s	Face-to-face classroom study
Program Duration	6 hours

Training and Assessment Strategy

HLTAID011

Delivery Period	Upon successful registration with ASQA until Training Product is superseded or updated.
Head Office Site Auspice Arrangements	35/32 Queens Rd Melbourne VIC 3004 Education is Key Pty Ltd (EIK) ; RTO (TBC) will have a Standard VET Agreement with Victorian Secondary Colleges as approved Third Party Providers for the provision of training of the HLTAID011 unit of competency. Education is Key as the RTO provides the Services in accordance with the ASQA Standards for Registered Training Organisations (RTOs) 2015.

UNIT OF COMPETENCY

Code	Title	Core/ Elective
HLTAID011	Provide first aid	Elective

This unit of competency sits within the qualifications of

Certificate II Cookery
Certificate II Hospitality
Certificate I Hospitality
Certificate III Catering

ENTRY REQUIREMENTS

There are no formal entry requirements for persons seeking enrolment into this qualification. EIK requires that all Students seeking enrolment into this qualification have an appropriate level of written and spoken English suitable for employment within the Industry.

Education Is Key (EIK) requires the learner to complete an online literacy and numeracy (LLN) assessment before the start of the program. (LLN robot <https://tlrg.com.au/pages/lln-robot>) In addition to this each Secondary School is responsible for advising EIK if any students require Language, Literacy and Numeracy (LLN) assistance, students are also asked to self-identify any learning assistance they may require during the enrolment process. If so, after the completion of the LLN test to assess their LLN levels specific to the qualification requirements, EIK will provide additional support materials to the student and trainer which have been appropriately adjusted to suit the student while achieving the requirement of the UoC.

The SIT Training Package requirements. The framework stipulates appropriate ACSF Core Skills Levels for: ○ Learning – Level 3 ○ Reading – Level 2 ○ Writing – Level 3 ○ Oral Communication – Level 2 ○ Numeracy – Level 3

Training and Assessment Strategy

HLTAID011

Students with LLN skills at lower levels than those suggested will require additional support to successfully undertake the qualification.

Each Secondary School is also responsible for disclosing to EIK, the details of any adjustments, measures or other requirements to accommodate (as relevant) in the delivery of the Services in respect of one or more students for the purpose of compliance with: ○ the Disability Standards for Education Act 2005; and ○ the School's Anaphylaxis Management Policy.

The LLN test will be conducted by a suitably qualified trainer and assessor. The LLN assessment includes a written test and interview to complete the verbal component of the test. Students must receive a satisfactory result before enrolling in the course.

The LLN test assists us to assess whether or not students' LLN skills are at a level suited to the course requirements. It also assists us to prepare individual learning plans for each successful applicant where skill weaknesses are identified. Where a student has not met the minimum LLN level, or EIK is unable to provide sufficient and appropriate additional support that the individual requires, the students' enrolment application may be reviewed and may possibly be referred to appropriate external services or courses suitable for their language, literacy and numeracy to the required level.

To support the learners in the situation of an unsatisfactory LLN result EIK will facilitate **Computer and web literacy support** – Support will be provided within the course and outside course hours for students with low computer and web literacy.

Access to content in several delivery modes to suit different learning styles (Universal Design for learning principles) – All students are given access to Learner Guides, PowerPoint, videos and list of relevant websites for each unit of competency.

Additional self-paced learning activities (Flipped learning) – The principles of flipped learning are applied where students get the opportunity to research interest areas from home.

Additional administrative support – Students are given the opportunity to contact RTO administration for further support.

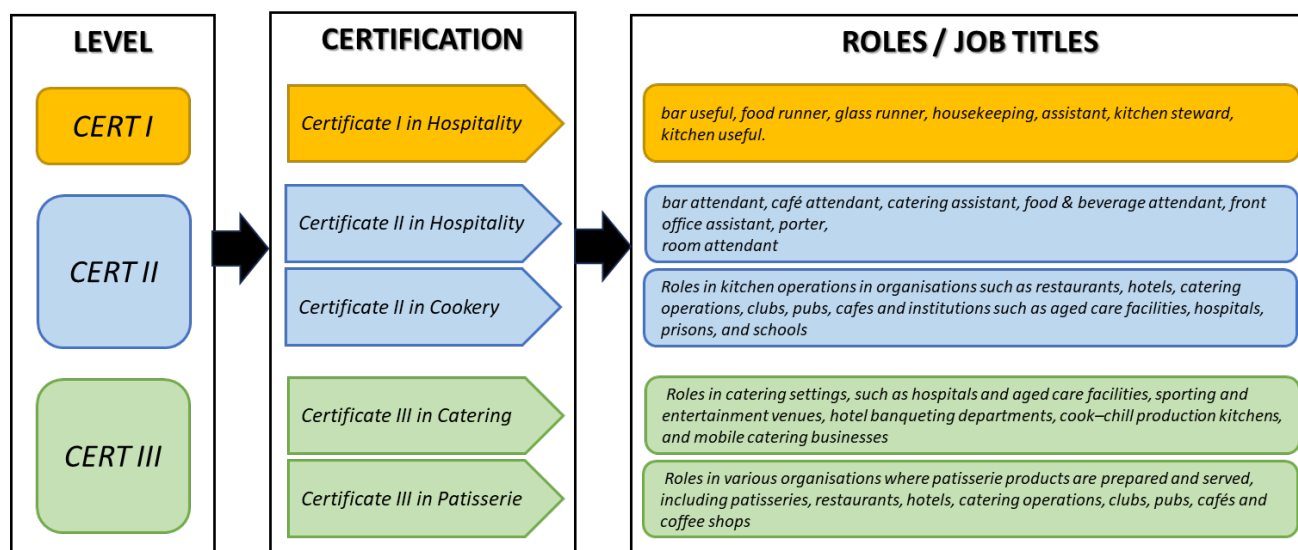
PATHWAYS

This unit of competency (HLTAID011) may prepare individuals with a defined and limited range of operational skills and basic first aid knowledge. Graduates typically provide routine and repetitive tasks under direct supervision.

Pathways may include employment into various workplaces within various industry.

Training and Assessment Strategy

HLTAID011



AQF LEVEL

AQF Level	Level 1 (Certificate I)
Purpose	This unit of competency qualifies individuals to undertake mainly routine work and as a pathway to further learning.
Knowledge	Graduates of this unit will have an understanding and knowledge of implementing First Aid practices and requirements in a range of settings. Guideline and performances for various practices Legal – workplace and community considerations Techniques for CPR for adults, children and infants Sign and symptoms – management
Skills	Upon completion of this unit of competency: ARC guidelines for airway issues including the performance of CPR, AED and responding to various situation requirements Management of the above and including various external and internal issues Respond to simulated first aid incidents in a workplace or community setting
Application	Upon successful completion of this unit of competency students will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • CPR processes and requirements • Manage casualties with various conditions • Respond to a variety of situations
Volume of learning	6 hours

Training and Assessment Strategy

HLTAID011

INDUSTRY CONSULTATION

The industry consultation process assists by confirming that EIK's approach to delivery and assessment is consistent with industry expectations and current practices. The following is a summary of consultation undertaken for this course.

Contact Person	Wendy Ryan
Position	Chef/trainer/ secondary school teacher
Organisation	Gippsland Grammar
Contact Details	wendy.ryan@gippslandgs.vic.edu.au
Relevant Experience	Wendy has a passion for food and is always in search of new foods and experimenting with ways to cook and present them. She travels around the world taking cookery classes learning out traditional ingredients and techniques: for example, she travelled in Italy learning the correct way to make pasta and pizza and many other dishes. She has worked in a variety of venues and restaurants, small and large hotels, Mexican, Modern restaurants and cafes, her most favourite experience was working for Stephanie Alexander, where the passion, joy and knowledge of food was shared by all who worked there. This then inspired Wendy to pass on her passion and knowledge to the next generation of Chefs.
Summary of Feedback	Wendy started her career as a waitress at the Hilton which gave her experience in a variety of front of house service styles. Wendy has suggested that food handling and food safety is an area that should have a strong focus. Working effectively on their own and with others is also a crucial element. Practice working in a simulated kitchen and or restaurant environment, the use of case studies, role plays and visual aids, is an ideal way for students to engage and learn the course/s.
Response & Implementation	EIK has a strong focus on food handling, food safety, and safety in the workplace. A wide range of learning aids are provided for students; this includes videos, online interactive learner resources, and work books. Highly qualified and passionate trainers, with many years of industry experience, work with students, passing on their depth of knowledge, giving students the confidence to approach them. The program is developed to give students the adequate skills with in current standards, which industry requires

Training and Assessment Strategy

HLTAID011

Contact Person	Sarah Maric
Position	Trainer/ President
Organisation	Australian Technical Chefs
Contact Details	0414 507 356 maric.sarah.s@edumail.vic.gov.au
Relevant Experience	<p>At the age of 15 Sarah commenced training in the City and Guides commercial cookery certificate at a well-respected culinary institute in the centre of England. She worked hard during her 3 years of training full time at the institute and on weekends to make a living. She obtained the college's award for excellence by achieving the highest results for her subjects. Following her training, Sarah planned to work overseas and after completing her course moved to the Channel Islands off of France. Within a very short space of time, she found herself second in charge at Government house in Jersey employed by the Queen and his Excellency the lieutenant governor of Jersey to cater for the family, private functions, guests and royalty including Princess Ann, Prince Charles and Lady Diana. His Excellency wrote Sarah a personal reference which assisted her in acquiring a work Visa to travel to Australia in August of 1989. She fell in love with Australia and its culture and has made it home.</p>
Summary of Feedback	<p>EIK and in particular Julie Armstrong and I have worked continuously together over a number of years, sharing a passion for improving the training available for students in the VET sector. Julie spends numerous hours engaging with our colleagues to ensure she has the latest knowledge and access to those in industry who can support students to obtain employment. She is also highly focused on the needs of the students and knows the importance of ensuring the training model is suitable to ensure students increase their passion for the industry. She does this through arranging engagement opportunities for students and opening doors for them to begin a successful career.</p> <p>I support Julie and EIK in their focus for commencing a new RTO which is focused on the Hospitality industry, as industry specialists as well as a training specialist.</p>
Response & Implementation	EIK is committed to continuous improvement. The contacts and information obtained through industry engagement activities is utilised to enhance the training products and delivery EIK offers on a regular basis.

Training and Assessment Strategy

HLTAID011

AMOUNT OF TRAINING & VOLUME OF LEARNING

Activity	Number	Hours	Total
Course orientation	1	0.3	0.3
Classroom sessions - simulations, demonstrations	1	3.7	3.7
Competency assessment - practical observation and written assessment	1	2	2
Total hours			6

Rationale

EIK has decided on the volume of learning and amount of training with consideration to the AQF guidelines.

In addition to face-to-face contact during class time, students will have access to their trainer Monday – Friday for any additional support they may require.

Students are provided with up to an additional 1 hours on completion if they require it to finish the unit written or practical requirements.

Definitions

Volume of Learning: *‘The Australian Qualifications Framework (AQF) describes how long a student who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge. ‘Volume of learning’ includes all teaching, learning and assessment activities that a typical student must undertake to achieve the learning outcomes.’*¹

Amount of Training: *“Comprises the formal learning activities you provide to a student and includes all of the supervised or specified activities documented in your training and assessment strategy” including classes, lectures, tutorials, online or self-paced study, as well as workplace learning. “It is often described in an amount of time that a provider anticipates a student would reasonably need to undertake the identified training.”*²

¹ <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015/chapter-4-training-and-assessment/clauses-11-14-and-22-implementing-monitoring-and-evaluating-training-and-assessment-strategies-and-practices#what-clauses-1-1-to-1-4-and-2-2-mean-for-your-rto>

² <https://www.asqa.gov.au/resources/guides/guide-determining-amount-training#training-is-defined-in-the-standards-as>

Training and Assessment Strategy

HLTAID011

Unit Code	Unit Title	AQF Status	6 hours program		
			0.3	3.7	6
HLTAIN011	Provide First Aid	Elective	Prep	Learn	Wri and obs

Ob: Observations

Wri: Written Tasks

Learn: Content delivery

Prep: Prepare for class

TRAINING ARRANGEMENTS

This course will be delivered in a face-to-face classroom training environment.

Classroom Training

Classroom sessions will be delivered face to face. Each class will introduce the unit of competency and the underpinning principles within the unit, from a theoretic and practical perspective. The classes will provide students with the opportunity to share ideas, discuss and explore core concepts in a group setting. In addition to this student will have time to practice and role play various skills and scenarios. Classes are structured to cater for a wide variety of learning styles.

Student Supervision

Student supervision, attendance and course progress is monitored and is the responsibility of the School VET Coordinator. The schools are also responsible for Child Safety Standards.

Training Materials

The following training materials are required for delivery of this program and are included in the cost of the course.

- Session plans / Trainer guides for each unit of competency
- Learner guide which contains formative learning tasks
- PowerPoints / Videos
- Self-directed learning guide

Training and Assessment Strategy

HLTAID011

ASSESSMENT ARRANGEMENTS

Assessment Process

Students will be expected to complete all assessments listed in the student assessment guide.

This includes:

- Assessment tasks from Student Assessment Booklet
- Practical placement tasks completed while in class.

Students are required to complete all of the Student Assessment Booklets for the unit of competency. If students are marked not yet satisfactory for a task, they will be given the chance to resubmit. They will have up to three opportunities to submit each assessment task. If, after the third attempt, the assessment is still not satisfactory, the student will need to re-enrol in the unit of study.

Students are advised about how to appeal assessment decisions in each assessment guide and referred to the assessment appeals process in their Student Handbook.

All assessments will be completed in class

All tasks have been mapped to unit requirements as part of the validation and quality assurance of assessment materials and processes. An assessor guide has been developed to ensure that assessment decisions are reliable and consistent. Assessment decisions will be subject to moderation on a regular basis.

RPL assessment is available if requested.

Assessment outcomes will be recorded in the Assessment Record Tool so that students are provided with the outcomes as they progress.

The Assessor's records will be kept as per the student records policy and procedure.

Assessment Methods

The following assessment methods are used for SITXFSA005, please refer to the *Delivery Sequence and Methods* section of this Training & Assessment Strategy the specific unit and task. Definitions of each of these methods has been drawn from the ASQA Guide for developing assessment Tools (page5),

https://www.asqa.gov.au/sites/g/files/net2166/f/Guide_to_developing_assessment_tools.pdf

- Written Assessment Tasks – These consist of written questions, case studies, reports and other forms of written documentation. Students will complete these either in class or in their own time as part of their self-study hours.
- Portfolio – Students will be required to submit a portfolio of evidence including feedback from supervisors and/or peers, research gathered for projects and other required tasks as specified in the Student assessment documentation.
- Projects – These are a collection of smaller tasks that make up a bigger task. Projects may include preparing surveys, collating information, research and investigation, analysis of data and more. Projects may be completed as individuals, in pairs or in groups as specified in the Student Assessment Documentation
- Observations- These are conducted during the practical implementation of skills developed. Observations are collected as student's complete skills and are recorded in an observation checklist developed against each unit of competency.

Training and Assessment Strategy

HLTAID011

Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The principles of assessment are:

- Validity
- Reliability
- Flexibility
- Fairness

The rules of evidence are:

- Authenticity
- Currency
- Sufficiency
- Validity

To ensure these principles and rules are followed:

- Requires all students to submit written assessment tasks with a completed student declaration stating that the work is their own – ensuring **Authenticity**.
- Assessment tasks are designed so that all units of competency requirements are covered, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions – ensuring **Validity** and **Sufficiency**. See also the section on Validation in this Training and Assessment Strategy.
- Evidence is **Current** as it relies on evidence collected during the course and includes third party reports and observations of work performance.
- **Reliability** is ensured by conducting regular validation and quality reviews of our assessment processes.
- **Flexibility** is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- **Fairness** is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Task Booklets. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each task booklet.

Submission, feedback and re-assessment

- Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.
- Written and theoretical tasks will be assessed within 1 week of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

Training and Assessment Strategy

HLTAID011

- Where a student exhausts their attempts at re-assessment, the student will be required to reenrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

Assessment Appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

Assessment Materials

The following documents are included for HLTAID011 unit:

- **Cover Sheet** – overarching instructions of what needs to be done within each unit to be deemed competent
- **Learner Workbook** - provides students with detailed instructions regarding requirements for each assessment task.
- **Learner Evidence** – a document in which a student provides detail of the nature of the evidence demonstrating competency in this unit, where it can be accessed and its relevance to the criteria
- **Observations & Marking Guide** – includes the instructions to the assessor about the assessment process, the assessment task instructions, benchmark answers and example answers and guidance to the assessor about assessing each task. It also includes the record tool for observation tasks and benchmarks for these.
- **Assessment Matrix (Mapping Doc)** - contains the mapping of each task against all unit of competency requirements.
- **Assessor Workbook** – this document contains benchmark responses to answers students should provide in the Learner workbook.

DELIVERY SEQUENCE AND METHODS

Assessment Guide

Unit Code	Unit Name	Written Questions	Portfolio	Observations
HLTAID011	Provide First Aid	X		X

Training and Assessment Strategy

HLTAID011

Hour by hour delivery	Unit codes	Content to be covered	Delivery Mode	Assessment link	Resources supplied/required
0.3	HLTAID011 Provide First Aid	Introduction to course Units overview USI/Enrolment etc Expectations of day and program	Theory Class	N/A	Student to have internet access for enrolment if not completed prior. USI required Display screen
0.3-3.7	HLTAID011 Provide First Aid	Delivery of content Emergency situations Procedures appropriate for the issue Communication and legalities Reviewing and adjustment	Theory Class	N/A	Student learner guide in hard copy Video links and open discussion
4- 4.5	HLTAID011 Provide First Aid	Written assessment	Assessment	Hard copy assessment task	Written assessment document
4.5-6	HLTAID011 Provide First Aid	Observations of skills ARC guidelines CPR requirements Simulated event/condition	Equipment Mannequins	Observation checklist	Mannequins Case Study/ Role play

Training and Assessment Strategy

HLTAID011

FACILITIES AND EQUIPMENT

The course will be delivered predominantly face to face and in a simulated industry environment. The school must ensure each student has access to a computer which will allow them to enrol if not previously completed

Skills must be demonstrated in any industry environment. This can be:

- an industry workplace
- a simulated industry environment or activity area.

For a complete list of equipment, refer course equipment and facilities checklist

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment. Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

VALIDATION ARRANGEMENTS

1. Planning Validation

- EIK maintains a plan for, and implements, systematic validation of assessment practices and judgments.
- The *Validation Schedule* ensures that each Training Product on the RTO's scope of registration is validated at least once every five years, with at least 50% of those Training Products validated within the first three years of each five-year cycle.

The schedule includes:

- When assessment validation will occur
- Which training products will be the focus of the validation –
- Who will lead and participate in the validation activities.
- Where the Training Product being sampled is an AQF qualification, a minimum of two units of competency are included in each validation session to ensure these units are representative of the qualification as a whole.
- Any explicit units of competency listed on EIK's scope of delivery will be separately listed on the *Validation Schedule*.

Training and Assessment Strategy

HLTAID011

- EIK will determine the frequency and rate at which each Training Product will be validated in relation to various risk factors which may include:
 - The use of new assessment processes
 - Delivery of Training Products (or units of competency contained within a course) where safety is a concern
 - The level and experience of assessor/s
 - Changes in technology, workplace processes, legislation, and licensing requirements
 - Outcomes of previous validation sessions
 - Other documented risks identified by EIK, industry or regulatory bodies
- Similarly, units which have been identified as either ‘high risk’ or ‘high volume’ by either EIK (which may be via feedback from stakeholders) or by the regulator, will be validated before and/or more frequently than other units.
- The *Validation Schedule* will be kept up to date when changes are made to EIK’s scope of registration.

2. Conducting Validation

- Validation is conducted on a regular basis for each Training Product in line with the requirements of the Standards (Clause 1.10 & 1.11).
- For each validation session, a leader will be assigned to lead the validation process and finalise the outcomes and recommendations of the team. The validation leader must not have been involved in making the assessment decisions that are being validated.
- Validation may be conducted by one person, or by a team of people, and may involve industry experts. All assessors engaged by the RTO to conduct assessment are required to regularly participate in validation. Collectively, those involved in validation must have:
 - vocational competencies and current industry skills
 - current knowledge and skills in vocational teaching and learning – the training and assessment qualification or assessor skill set.
- Validation is conducted using the *Validation Tool* which guides the validation team through the process and records outcomes.
- EIK will validate a statistically valid sample size of assessment decisions and will randomly select the students’ assessments to be validated – in line with the guidance provided by ASQA’s requirements.

3. Record keeping and improvements

- The lead validator will finalise the outcomes, decide if there are any critical issues undermining the validity of completed assessments, and suggest where additional Validation is needed to further investigate.
- Validation outcomes are documented on the *Validation Register* and acted upon to bring about improvements to EIK’s training and assessment systems and practices. Refer to *Quality Assurance Policy & Procedures*.

Training and Assessment Strategy

HLTAID011

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is available, and all students are offered the opportunity to participate in RPL upon enrolment. RPL is generally recommended where individuals have been working in a relevant job role for at least 2 years, however any student can also self-elect to undertake RPL.

The RPL model used by EIK is a guided and supported process that relies on the candidate's ability to demonstrate their competence by answering verbal questions from an assessor, providing referees and, where possible, having their practical skills assessed in the workplace.

Unlike other RPL models, written evidence is used to back up and support RPL assessment, rather than being based entirely on it. The RPL process will include a number of discussions and observations between the candidate and the assessor, which provides the candidate with an opportunity to demonstrate level of skill and knowledge.

1. The candidate contacts EIK and enquires about RPL.
2. EIK provides the candidate with information about RPL. If the candidate decides they would like to proceed with RPL, EIK must supply them with a copy of the RPL self-assessment.
3. The candidate completes the RPL Self-assessment, identifying units they would like to apply for and evidence they could submit.
4. The candidate sends their RPL Self-assessment, along with the RPL Application Form (which is included in the self-assessment), a copy of their CV and any certified copies of relevant qualifications back to EIK.
5. EIK reviews the self-assessment checklists to determine if the candidate is suitable to proceed with the RPL process. This will include contacting the candidate to discuss the following:
6. Their work experience and anything of interest in their CV (for example, has the candidate worked in a different number of job roles, have they worked in a number of different workplaces, or the same one, professional development experiences, etc).
7. The items they ticked/did not tick in their self-assessments.
8. The items listed in their evidence brainstorm (for example, will these add value to their application, or will you see evidence of their work when they complete the assigned tasks?).
9. The third-party person – who is it, how long have they known the candidate in a professional capacity, etc.
10. The assessor makes a decision on the candidate's suitability for RPL and indicates those units in the RPL Third-Party Report. If the candidate's work experience, skills and knowledge do not accurately reflect the requirements of the qualification or units therein, the candidate should be provided with information about formal training opportunities for this qualification. The candidate can then make a decision as to whether they would like to enrol in the course.
11. If successful the candidate receives a copy of the:
 - written agreement including adjusted payment plan
 - invoice for RPL application fee
 - RPL Evidence Tool
 - RPL Third-Party Report
12. Once the written agreement and RPL application fee is received the enrolment is processed.
13. The assessor contacts the candidate to discuss:
 - how to work through the RPL Evidence Tool

Training and Assessment Strategy

HLTAID011

- arrangements for workplace observations (where applicable, and in consultation with the candidate's workplace supervisor to ensure that workplace visits are scheduled appropriately and that the workplace has access to required equipment and resources)
14. The assessor participates in the RPL assessment process, which will include:
 - visiting the candidate's workplace to observe completion of practical tasks (where applicable)
 - completing verbal questioning (either over the phone, Zoom or other video conference tool, or in person)
 - being available to provide support and assistance to the candidate as required 15. The candidate submits their RPL Evidence Tool booklet and their evidence portfolio.
 16. The assessor checks the third-party person's ratings, feedback and comments in the RPL ThirdParty Report.
 17. Where necessary, the assessor contacts the third-party person to discuss anything that requires further clarification.
 18. The assessor may also contact the candidate's professional referees to discuss the candidate's workplace competency.
 19. The assessor contacts the candidate once an outcome has been made – all outcomes are to be summarised in the Assessment Outcome Summary in the RPL Assessor Record
 20. The assessor forwards all documents to EIK's office for record keeping (see below).

Gap training

If training is required to achieve a full qualification (and the candidate wishes to gain the full qualification), the assessor is to document a plan for meeting the training needs and make appropriate arrangements.

Record keeping

The assessor must submit records of interviews and assessment outcomes to the office after each conversation or meeting during the RPL process. On completion of assessment, the following items must be returned to the candidate's file for archiving:

- RPL Assessor Record
- RPL Self-assessment
- RPL Evidence Tool and all evidence submitted ● RPL Third-Party Report.

The candidate will then be issued with a qualification or statement of attainment where competencies have been achieved.


Training and Assessment Strategy

HLTAID011

CONTINUOUS IMPROVEMENT APPROACHES

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by EIK as described in the Quality Assurance Policy and Procedures and the Course Development and Review Policy & Procedures.

ENDORSEMENT

Signature:	 Julie Armstrong
Print Name:	Julie Armstrong, Owner
Date:	17 th February 2026
Review Date:	This Training and Assessment Strategy will be reviewed on or before 1st July, 2028

Name	Task Completed	Date	Version
Julie Armstrong	Draft TAS HLTAID011	07/May/24	V0.1
Julie Armstrong	General review and update proof	17/Feb/26	V0.2