**Training and Learning Plan Template**

**Preliminary details**

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| **Course[[1]](#footnote-1) name** |  |
| **Course number[[2]](#footnote-2)** |  |
| **Type of training** | Non-accredited FSK module/s[[3]](#footnote-3)  Accredited FSK unit/s.  A combination of non-accredited module/s and accredited FSK unit/s.  A combination of accredited FSK and industry-specific units.  A combination of non-accredited FSK modules, accredited FSK unit/s and accredited industry-specific unit/s.  A combination of non-accredited FSK module/s and accredited industry-specific units. |
| **Who will deliver and assess the accredited training (if applicable)[[4]](#footnote-4)?** | Not applicable, only non-accredited modules will be delivered.  The applicant organisation is a registered training organisation (RTO) with the relevant units on its scope of registration.  The joint project partner is an RTO with the relevant units on its scope of registration.  An auspicing arrangement has been established with an RTO with the relevant units on its scope of registration.  [Provide more detail below, if necessary, to explain the circumstances under which the accredited training will be delivered] |

**Course outline**

In the tables below, please list all the modules and/or units of competency to be offered in this course.

If possible and applicable, list the course offerings in order of proposed delivery. If the intention is to provide participants with a choice between one or more offerings, indicate this in the table and/or using free text in the space below the table[[5]](#footnote-5).

**For non-accredited modules:** list the module title and the FSK unit of competency to which it relates. Note: a module can be given the same title as an element within a FSK unit of competency.

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| **Module/element[[6]](#footnote-6) description** | **Unit of competency (code and title) to which the module/element relates** |
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**For accredited units:** list the unit/s of competency

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| **Unit of competency (code and title)** |
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| **Provide a summary of the tutor’s/ trainer’s approach to delivering the course.** |  |
| **Provide an outline of the skills, knowledge and attitudes the course is designed to develop and how the tutor/ trainer will achieve these learning objectives.** |  |
| **What foundation skills**[[7]](#footnote-7) **will be taught and how will they be embedded in the course?** |  |
| **Provide a summary of the course activities.** |  |
| **Outline the delivery methodologies that will be used to reinforce participant learning.** |  |
| **Outline the assessment methodologies that will be used to reinforce participant learning.** |  |
| **What assessment will be undertaken with participants?** |  |
| **Provide additional information about how this course relates to other courses that will be offered through this project (if applicable).** |  |
| **Provide any other information you consider necessary for the ACE Evaluation Panel to assess the likelihood that this course will deliver quality adult education outcomes.** |  |

1. A course refers to a series of structured classes, workshops or training sessions designed to develop the foundation and work-ready skills of participants. [↑](#footnote-ref-1)
2. If you are offering more than one course to participants in your project, please allocate this course a number e.g. Course No. 1. Please use a separate template for each course. [↑](#footnote-ref-2)
3. A module refers to a single unit of non-accredited training that is based on a unit of competency from the FSK Training Package. For more information about the FSK Training Package see the [*Foundation Skills Training Package Implementation Guide v1.1*](https://vetnet.education.gov.au/Public%20Documents/FSKv1.1%20Foundation%20Skills%20Implementation%20Guide.pdf) [↑](#footnote-ref-3)
4. RTOs are responsible for ensuring accredited training and assessment is conducted by appropriately qualified practitioners and complies with the relevant requirements in the *Standards for Registered Training Organisations 2015.* In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of accredited training. [↑](#footnote-ref-4)
5. Table rows can be deleted/added to/altered as needed. [↑](#footnote-ref-5)
6. Elements describe the essential outcomes. [↑](#footnote-ref-6)
7. i.e. language, literacy, numeracy and employability skills that are required for competent performance. Employability skills include: communication, planning and organising, problem solving, learning, team work and technology. [↑](#footnote-ref-7)