



VINO Presentation

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Session Overview

- VET Industry updates
- Common Audit Faults
- Assessment Practices

VET Industry News

ASQA has changed their audit model and now represents a review of the student experience:

- Marketing & Recruitment
- Enrolment
- Support and Progression
- Training & Assessment
- Completion

VET Industry News

Marketing and recruitment

Enrolment

Support and progression

Training and assessment

Completion



Examples of RTO practices/behaviours

The RTO's marketing practices provide accurate and factual information to allow prospective students to make informed decisions

The RTO ensures students have the existing skills, knowledge and experience required to successfully undertake the course

Students' needs are assessed by the RTO and the RTO provides appropriate support services to enable student progression

Trainers assigned to deliver training are qualified.
The amount of training and mode of delivery is consistent with requirements

Only students assessed as meeting course or Training Package requirements are issued with AQF certificates

Primary Standards for RTOs 2015

4.1, 2.3, 2.4

5.1, 5.2, 5.3, 7.3

1.7

1.1, 1.2, 1.3, 1.8,
1.13-1.18,
1.20, 8.2

3.1, 3.3

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ASQA have released a fact sheet 'addressing non-compliances following an audit'.

If non-compliances are identified, ASQA may require a provider to:

address the non-compliance so that future learners will not be negatively affected, and

identify the impact the non-compliance has had on past learners and carry out remedial action to address this impact.



Existing Requirement



Additional Requirement in new audit model

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Addressing non-compliance for future learners:

- Correcting the process or system that has led to the non-compliance, and
- Implementing the revised process or system to ensure the non-compliance does not impact any future learners.
- Submit the revised evidence

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Addressing non-compliance for current and past learners

- identify the impact, and carry out remedial action to address this impact.
- In these cases, your audit report will specify:
 - the period of time this remedial action needs to cover, and
 - whether the action needs to be carried across your provider's entire operations or for specific training products only

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Example rectification for training and assessment non-compliances:

Non-compliance	Possible Impact	Possible remedial action
Clause 1.8 The assessment system does not comply with the assessment requirements of the training product or was not conducted in accordance with the principles of assessment and rules of evidence.	Learners may not have the skills and knowledge required by the training product.	<ul style="list-style-type: none">• Conduct reassessment or gap reassessment of current learners who were assessed incorrectly.• Offer past learners the opportunity of further assessment.

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Example rectification for Completion non-compliances

Non-compliance	Possible Impact	Possible remedial action
<p>Clause 3.1 AQF certification documents were issued to learners who had not been assessed as meeting all requirements of the training product.</p>	<p>Learners hold certification that is not reflective of their skills and knowledge Learners may not be able to gain or retain employment in that industry area if they do not have adequate skills and knowledge</p>	<ul style="list-style-type: none">• Offer past learners full reassessment• Offer past learners reassessment of missing skill and knowledge items.

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- Some ASQA statistics (1st July 2016 to 31 March 2017) from recent information sessions:
 - 196 RTOs issued notice of intention to cancel or suspend
 - 123 RTOs cancelled or suspended

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Trainer Requirements:

- In addition to holding the TAE40110 Certificate IV in Training and Assessment, you will need to hold:
 - Either one of the following:
 - TAE LLN411 Address adult language, literacy and numeracy skills
 - TAE LLN401A Address adult language, literacy and numeracy skills
 - Plus one of the following:
 - TAE ASS502 Design and develop assessment tools
 - TAE ASS502A Design and develop assessment tools
 - TAE ASS502B Design and develop assessment tools.

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- Some trainers and assessors who hold the TAE40110 may have completed one or more of the relevant units as electives or as part of ongoing professional development.
- If you do not currently hold the relevant units, you will need to complete them before 1 April 2019 to meet the new requirements.

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- ASQA has released the finding of strategic review into course durations....

A review of issues relating to unduly short training

The following are some of the statements contained in the report ...

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‘Many providers offer good-quality training; however, these providers are facing increased pressure to either reduce quality or leave the market—because they cannot compete with providers offering unduly short and inadequate training programs.’

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Issues identified within the report in the use of the recommended AQF volume of learning includes:

- ‘the AQF volume of learning range applying at qualification and not unit level, and including both supervised and unsupervised learning activity in its definition, without the requirement for these components to be separately specified
- the absence of a benchmark in training packages for the duration of training delivery in either units or qualifications, and
- reliance on RTOs exercising high-level professional judgement about the required amount of training.’

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There are comments indicating that mandated durations will be implemented in the future:

- ‘While the amount of training will be different for different learners, a benchmark should be set for new learners where there is a demonstrated risk of unduly short training.’
- ‘Both local and international examples show that in a competency-based system there are still circumstances in which mandating duration is considered a necessary means of regulating quality.’

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- The review has found the TAE40110 to be the Certificate IV qualification with the highest proportion of advertised course durations below 50 per cent of the AQF volume of learning minimum.

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Recommendations from the report:

- Strengthening the Standards for Registered Training Organisations 2015 by defining the term 'amount of training' to include the supervised learning and assessment activities required for both training packages and VET accredited courses.

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- That training package developers be able to respond to industry-specific risks by setting mandatory requirements, including an amount of training.
- Priority courses identified in the report as:
 - aged and community care
 - early childhood education and care
 - security operations
 - equine programs
 - construction safety induction ('White Card')
 - training and education

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- Enhancing transparency by requiring public disclosure of the amount of training in product disclosure statements, presented in a consistent way to enable comparisons across courses.

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Extended transition periods:

Qualifications within training packages endorsed between 1 September 2015 and 31 March 2016 were given an extra 6 months beyond the regular 12 month transition period for RTOs to either complete or transfer students before the superseded training products are removed from their scopes. This allowance was for the delivery of full qualifications only, not for skill sets or individual units of competency even if the units are included in qualifications that have the extended transition period.

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Common issues that are still being identified in ASQA / VRQA audits are:

- Consistent & accurate information in the Strategy for Training and Assessment and consistent implementation
- Assessment materials (including Validation)
- Identifying and addressing individual student needs
- Trainer & Assessor Vocational Competence

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Strategies for Training & Assessment

Common Issues:

- Not designed for specific learner cohort
- Course durations are not appropriate
- Insufficient information on delivery and assessment arrangements including:
 - delivery modes
 - how the learning will be imparted
 - Details of schedules / timetables
 - Any specific location / equipment details
- Inconsistent implementation

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Identifying and addressing individual learner needs:

Common Issues:

- LLN tests not occurring (no evidence) prior to enrolment
- LLN tests not at appropriate AQF level
- Insufficient processes for the identification of students with support needs
- Lack of evidence of providing a support plan and implementation of support plan

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Trainer & Assessor Vocational Competence

Common Faults:

- Not clearly demonstrating vocational competence for each unit of competency being delivered and assessed.
- Matrix not detailed enough and not aligning with resume
- Professional development in the relevant Industry and in the area of training and assessment in the VET sector.

Assessment Practices

Assessment Instruments

Common issues with assessment instruments:

- Insufficient instructions for students and trainers
- Not addressing all aspects of the Unit of Competency
- Inconsistent implementation
- No customisation of assessment instruments to suit specific assessment methods of the RTO

Assessment Practices

- ASQA statistics indicate only 26.7% of RTOs are compliant with Clause 1.8 at audit
 - 72.3% were then deemed compliant after rectification evidence was submitted and reviewed
 - Indicates a common misconception of compliant assessment instruments by RTOs
 - Effective validation is the best method of ensuring compliant assessment instruments

Assessment Practices

- ASQA's number 1 'Most common assessment issue identified' is:

Practical application of skills and knowledge

Assessment Practices

Issues ASQA identified include:

- Limited assessment of learner skills
- Knowledge not integrated in practical assessment
- Overuse of document-driven assessment

We must remember that we are providing

Vocational

Education and Training

Assessment Practices

- ASQA's number 2 'Most common assessment issues identified' is: **Lack of assessment criteria**

This includes:

- 'Tick and flick' records in assessment tools
- Direct cut-and-paste from the unit of competency requirements
- Tasks to be undertaken are not defined
- Simulations and role-plays that do not have observation instruments

Assessment Practices

- ASQA's number 3 'Most common assessment issues identified' is: **Lack of clear instructions regarding the task to be performed**

This includes:

- The task to be performed is not described
- No context or instructions for the candidate and assessor
- Written questions are a reworded version of the unit of competency criteria

Assessment Practices

- Other issues ‘Most common assessment issues identified’:

4—Ineffective mapping

5—Issues with third party reports

6—Inadequate validation

Assessment in the Workplace

What are the more difficult aspects about conducting assessment in the workplace?

Assessment in the Workplace

Issues in completing workplace assessment:

- Access to student
- Access to the student in the workplace context required for assessment
- Access to appropriate workplace environment for practical demonstrations
- Time involved

Defined assessment documentation and consistent implementation can prevent these issues.

Assessment in the Workplace

The main methods of assessment that RTOs generally consider are:

- Written (questions, assignment, case study)
- Verbal Questions
- Observation (Direct or indirect)
- Portfolio
- Supplementary (Third Party)

Are these all relevant in workplace assessment?

Assessment in the Workplace

Workplace delivery	Classroom Delivery	Distance / On-line delivery
Written work - Questions - Tests - Projects - Case Studies	Written work - Questions - Tests - Projects - Case Studies	Written work - Questions - Tests - Projects - Case Studies
Oral questions	Oral questions	Simulated role plays (with appropriate interactivity)
Practical Demonstration: - in the workplace - in a simulated environment / role play	Practical Demonstration: - in a simulated environment / role play	Photo's / Video (ensuring valid and authentic evidence is confirmed)
Third Party / Co-assessment	Work Placement / Practical Placement	Combination of Third Party and Work Placement / Practical Placement

Assessment in the Workplace

Workplace environment or simulated environment?

- Need to determine if the assessment can occur in the workplace
- Will the environment provide sufficient ability for the task to be completed?
 - Can a fire evacuation occur?
 - Can the student demonstrate how to deal with an angry customer?

Assessment in the Workplace

Instructions must provide clear and sufficiently detailed instructions to the student and assessor.

The instructions should include:

- All details must be included and clearly identify how and where the assessment is to occur (i.e. time allowed to complete task, completed through day to day activities or a specified task;
- details of what is required to be submitted by the student (evidence that will be collected);

Assessment in the Workplace

- Clearly indicate the 'performance requirements' and 'criteria' of the tasks to be completed. I.e. What level must the task be completed to?
 - What is satisfactory
- Written in plain English that the student will understand the task and assessors can consistently implement

Assessment in the Workplace

- Practical demonstrations
 - Observation checklists must be able to capture the practical demonstration sufficiently
 - Do not cut and paste performance criteria / performance evidence
 - Keep the checklist in line with the required outcome (logical flow of what is to be observed)

Assessment in the Workplace

- Practical demonstrations (cont.)
 - Ensure all items in a checklist can be *observed* by the assessor
 - The checklist items must be a tangible task that is observed

For example a checklist item may be:

‘Student demonstrated their ability to communicate effectively’

- What communication?
- Who with?
- What is effective?

Assessment in the Workplace

- May need different checklists for different tasks
- The checklist should be completed for each individual student
- The checklist should be signed and dated by the trainer

Assessment in the Workplace

- Checklist items must be demonstrated – do not include option such as ‘if applicable’
 - If it is required to be demonstrated then it must be completed regardless of workplace environments
 - It may not be possible to observe a student complete a task ‘on the job’ so a role play / simulation may be required. i.e. angry customer or customer complaint, handle security breaches

Assessment in the Workplace

- Use of third party reports
 - Similar to assessor checklists – they need the details of where and when the observation should occur
 - Clearly identify who a third party can be
 - Remember this should only be supplementary evidence supporting an assessment judgement. For example it may contribute to identifying a student completes a task ‘over time’

Assessment in the Workplace

- Other factors to consider relating to workplace assessment:
 - OHS risks
 - Disruption to workplace environment
 - Workplace access to required equipment, materials, and conditions
 - Supervisor / workplace resistance
 - Authenticity

Questions

If you require any further information on possible consultancy services or assistance for your RTO please feel free to contact James.

- RTO Registration Advice
- Extension to Scope preparation
- Internal Audits (Standards for RTOs 2015 / AQTF / VRQA Guidelines / CRICOS / Government Funding)
- RTO Policies & Procedures
- Professional Development sessions
- Pre-audit or Compliance Support
- Validation Activities
- Accreditation of Curriculum Advice
- Training Package Information
- Services across all industry sectors
- Funded Training Programs

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