

# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

## 3.2 Learning mapping

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Unit of competency	Content	Activities
<b>Element 1: Define the parameters of the learning program</b>	<b>Topic 1: Define the parameters of the learning program</b>	<b>n/a</b>
1.1 Clarify the purpose and type of learning program with key stakeholders	1A Clarify the purpose and type of learning program with key stakeholders	1
1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program	1B Access and confirm the competency standards, and other training specifications, on which to base the learning program	2
1.3 Identify language, literacy and numeracy requirements of the program	1C Identify language, literacy and numeracy requirements of the program	3
1.4 Identify and consider characteristics of the target learner group	1D Identify and consider characteristics of the target learner group	4
<b>Element 2: Work within the VET policy framework</b>	<b>Topic 2: Work within the VET policy framework</b>	<b>n/a</b>
2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices	2A Access relevant VET policies and frameworks, and apply them to work practices	5
2.2 Identify changes to training packages and accredited courses, and apply these to program development	2B Identify changes to training packages and accredited courses, and apply these to program development	6
2.3 Conduct work according to organisational quality assurance policies and procedures	2C Conduct work according to organisational quality assurance policies and procedures	7
<b>Element 3: Develop program content</b>	<b>Topic 3: Develop program content</b>	<b>n/a</b>

## 4.2 Assessment procedures

### Contextualisation

Assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

## Assessor responsibilities

As an assessor, you need to ensure that you are completely familiar with the unit of competency you are assessing, where it fits within the course structure being delivered and where it fits within the relevant national training package.

Each assessor must be competent for the functions they perform. The new *Standards for RTOs (2015)* have determined that assessors must:

- have vocational competencies at least to the level being assessed
  - have current industry skills directly relevant to the assessment being undertaken
  - have current knowledge and skills in vocational training and learning that informs their assessment
  - hold one of the following qualifications:
    - TAE50116 Diploma of Vocational Education and Training
    - TAE50111 Diploma of Vocational Education and Training
- OR be able to demonstrate equivalence of competencies
- OR hold a higher level qualification in adult education.

It is both your responsibility as an assessor and your training organisation's responsibility to ensure that your qualifications are up to date and you have the knowledge required to assess in the unit areas you are assessing.

## Identifying your candidates

When planning and confirming the assessment approach, it is important to consider the variety of candidates and their different backgrounds. For example, candidates may:

- come from different organisations
- come from a range of educational backgrounds
- be experienced trainers and/or assessors
- be an Aboriginal or Torres Strait Islander person
- not speak English as their first language
- have disabilities
- have limited literacy and numeracy capabilities
- not have undertaken assessment for a long time.

## Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## Information for candidates

Before candidates commence their assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Reasonable adjustment
- Description and details of assessment methods and tasks
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence assessment tasks until they have read and understood this information.

## Ensuring readiness for assessment complete

Before candidates begin to undertake assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The Aspire Assessment and RPL resource contains a self-assessment checklist that candidates should complete to confirm that they are ready to begin the assessment tasks and are confident that they have the skills and knowledge required to undertake them successfully.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the assessment tasks.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, they should be documented in the assessment plan. An example of the assessment plan is provided here.

This confirms that:

- the candidate is fully aware of the expectations of the assessment process
- the candidate has been engaged in negotiating an assessment plan that best fits their particular needs and situation
- the candidate is ready to proceed with the assessment
- the arrangements for the assessments to occur have been agreed.

<b>Date, time and place for assessments</b>	
<b>Candidate name</b>	
<b>Candidate contact and email</b>	
<b>Assessor name</b>	
<b>Assessor contact and email</b>	
<b>Date, time and place for assessments</b>	
<b>Unit(s) of competency</b>	
<b>Assessment tasks</b>	<b>Part A – Portfolio Evidence</b>
	<b>Part B – Questions</b>
	<b>Part C – Observation*</b>
<b>RPL Assessment</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Method of submission</b>	
<b>Candidate to supply</b>	
<b>Assessor to supply</b>	
<b>Special consideration</b>	

## 4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions
<b>Element 1: Define the parameters of the learning program</b>		
1.1 Clarify the purpose and type of learning program with key stakeholders	P1, P5	Q1, Q2, Q3
1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program	P1, P5	Q6
1.3 Identify language, literacy and numeracy requirements of the program	P1, P5	
1.4 Identify and consider characteristics of the target learner group	P1, P5	
<b>Element 2: Work within the VET policy framework</b>		
2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices		Q8, Q9
2.2 Identify changes to training packages and accredited courses, and apply these to program development	P1, P5	
2.3 Conduct work according to organisational quality assurance policies and procedures	P2, P6	Q10
<b>Element 3: Develop program content</b>		

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	TAEDES401 Design and develop learning programs, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	<b>RPL candidates only – RPL documentation:</b> <ul style="list-style-type: none"> <li>Trainer/assessor capability record</li> <li>Professional résumé</li> <li>Position description of current role</li> </ul>	<input type="checkbox"/>
<b>Declaration:</b>	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	



	<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient
	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic
<b>Final result:</b>		
<b>Result date:</b>		
<b>Assessor signature:</b>		

Once this final record is complete, the candidate has officially completed the unit of competency.

## Final result codes

Assessors are reminded that they should be entering one of the following final result codes in full on the record of outcome:

<b>Competent</b>	The unit has been completed by the candidate through training & assessment.
<b>Recognition of prior learning – granted</b>	The unit has been completed by the candidate by applying for, and achieving recognition of prior learning (RPL).
<b>Recognition of prior learning – not granted</b>	The candidate attempted assessment in the unit through RPL application but the assessment was deemed not satisfactory to meet unit requirements.
<b>Withdrawn</b>	The candidate withdrew from the unit after commencing the unit – this may be after satisfactorily completing one or more assessment tasks, but not all assessment tasks required.
<b>Not competent</b>	The candidate attempted full assessment in the unit (all assessment tasks) and, after multiple attempts to complete the assessment tasks satisfactorily, is to be deemed not competent (fail) as a final unit result.

## Section 5: Forms and templates

Supplied with this trainer's and assessor's guide are a number of templates that can be adapted by trainers or learners.

- Evaluating assessment tools to assessment methods
- Learner profiles
- Learner program
- LLN learning plan

Also supplied are a number of forms that can be adapted by assessors:

- Validation plan – this sets out the requirements for assessment validation.
- Assessment validation report: assessment tool – this is designed to be used when developing assessment tools so they can be trialled with participants to ensure they meet all assessment requirements. Alternatively it can be used after assessment has taken place to consider the validity of assessment practices and judgments.
- Assessment validation report: assessment judgment – this is designed to be used in moderation sessions where assessment evidence and judgments are made. It includes an action plan and a checklist for the validation materials that need to be retained as evidence of validation processes.
- Trainer/assessor capability record – this is designed to be used as a record of evidence of the qualifications and industry currency of trainers and assessors, mapped to each unit they deliver and assess.

## Section 6: Discussion topics

The following discussion topics may be used to generate discussion and debate about the learning content.

### Topic 1

- Understanding the purpose of learning programs ensures the program always achieve its intended outcomes.
- Embedding LLN into learning programs can be detrimental to other learners as the trainer needs to spend more time with those with LLN needs.
- Trainers often need to deliver training to groups of 15 or more, which makes it very difficult to try to structure the program to take into consideration all learner differences.

### Topic 2

- Compliance with VET policies and frameworks is everyone's responsibility – not just the training manager or compliance officer.
- Someone whose role is to design and develop learning programs does their work based on instructions from their manager – they should not have to check whether a training package is current or not.
- RTOs need to comply with the VQF/AQTF, so why should an RTO have their own quality assurance policies and procedures when these are effectively the same as the VQF/AQTF?

### Topic 3

- The most important part of any learning program is the content.
- It is better to develop your own learning material rather than buying it – it's cheaper and you can re-use it.
- Assessment requirements, methods and activities are best determined by the trainer/assessor once they have seen the learner group and understand more about learner needs and characteristics.

### Topic 4

- Delivery strategies and assessment methods/tools should be contextualised to meet the needs of client organisations, but when the learning program is a generic or public program to be delivered to anyone who enrolls, it is more difficult to do this.
- Assessment methods and tools are only important if the learning program is aligned to an AQF qualification or the client organisation specifically wants it.

## Section 7: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short 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.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgments 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 system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Assessors** are persons who assess a learner's competence.

**Audit** means an audit or compliance audit undertaken by the VET Regulator.

**Australian Qualifications Framework (AQF)** 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 higher education.

**Authenticated VET transcript** has the meaning given in the *Student Identifiers Act 2014*.

**Client** means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

**Code** means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.